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Preparing Special Education Student teachers for Critical Reflection and Culturally and Linguistically Responsive Practice Through Supervision

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Preparing Special Education Student Teachers For Critical Reflection and Culturally and Linguistically Responsive Practice Through Supervision

by

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Dedication

For

Daddy (Mulchand Hathiramani), Mummy (Sata Hathiramani)

Mummy Vimlu,

Mom (Varkha C. Vaswani), and Pops (Chatru H. Vaswani)

As you look down upon me, may I always make you proud.

For my sister Deepka, and my brother Amrit:

You are my everything.

I love you.

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Preparing Special Education Student Teachers For Critical Reflection And Culturally And Linguistically Responsive Practice Through Supervision

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Although university supervisors have a responsibility to prepare apprentice teachers to become culturally responsive special educators, supervisors themselves may not be qualified or have the requisite experience and training to do so (Jacobs, 2006). Additionally, little is known about how to effectively mentor preservice teachers to engage in critically reflective practice and how to foster culturally and linguistically responsive pedagogy (CLRP) to meet the needs of all learners (Athanases et al. 2008;

Grant & Zozakiewicz, 1995). Specifically, there is a lack of teacher education research about the specific nature and quality of supervisory conversations that foster critical reflection among special educators who serve exceptional students from diverse cultural and linguistic backgrounds. This study was designed to (a) understand how supervisors engage in supervisory conferences to promote student teachers' critical reflection about CLRP and (b) identify contextual factors that appear to influence the nature and quality of discussions about CLRP in these conversations. Three university supervisors and their five special education student teachers were the participants for this research. Using an interpretivist, qualitative approach, several layers of inductive analysis were applied to multiple data sources: Content analysis was used to examine lesson plans, observation notes, and supervisory conversations for evidence of understanding and application of CLRP. Discourse analysis methods allowed for examination of supervisory conferences: *interactional sociolinguistics* to understand which participants initiated discussions about CLRP, how these discussions evolved, and tensions around these topics; and *pragmatics* to understand what types of prompts, statements and questions generated or scaffolded critical thinking in preservice teachers. Instrumental case study methodology was then applied to supervisor-student teacher dyads to identify emergent themes. Findings revealed that discussions about CLRP emerged between each supervisor – student teacher pair, perhaps due to the presence of a supervisory conference guide. Supervisors used a variety of prompts to engage student teachers in technical, descriptive and dialogic levels;

however, critical reflection was not demonstrated in this study. Supervisors seemed underprepared in the skills required to foster a stance of critical reflection in their student teachers. Implications for the preparation of university supervisors and special education teacher education research are presented.

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Prologue

I have been a university supervisor at the University of Texas at Austin for the past eight semesters. Since Fall 2009, I have supervised undergraduate students in each type of field placement that they experience while in the program; i.e., general education/ inclusion, preschool program for children with disabilities (PPCD), classrooms serving students with Autism and Developmental Disabilties, and resource room. This means that I have also been a mentor to teachers-in-training at every stage of development, from their first day of internship to their final week of student teaching. Although I had not supervised apprentice teachers prior to my supervision responsibilities at UT Austin, I know that my 10 years of prior teaching experience contributed greatly to the advice that I was/am able to impart.

My first semester of supervision presented a learning curve in many different areas: learning to be a supervisor who listened rather than one who directed, learning the most effective language to use when providing feedback or suggestions; shifting from teaching children to adult learners; negotiating the requirements of the university program with the realities of the field experience settings; learning to meet apprentice teachers at their level of knowledge and skills; and learning what, when, and how to communicate. I sought the help of my fellow supervisors frequently and took graduate

classes related to content areas in which I lacked preparation (e.g., teaching students with autism) to build up my own knowledge base.

Now in my ninth semester of supervision, I feel more confident of my supervisory skills, but I am still learning. My desire to learn more about the teacher education program in general led to my involvement with the Restructuring Instruction in Special Education (RISE) project, an initiative to develop, evaluate and institutionalize a restructured and improved undergraduate teacher preparation program to prepare culturally and linguistically responsive special educators (Office of Special Education Programs, CFDA 84.325T). I attended meetings on a voluntary basis during my second year of supervision to learn more about the big picture, especially how coursework and field experiences complemented and supplemented each other.

During my fifth semester of supervision, I was also revisiting central concepts I'd learned in my own doctoral program in Multicultural Special Education as a teaching assistant for an undergraduate class. It was then I realized that I, as a supervisor, did not know what to look for while observing a lesson that would indicate to me that my mentees were being culturally and linguistically responsive. Some techniques that would be considered culturally and linguistically responsive are directly observable in a classroom setting; for example, indicators such as, Uses a variety of literature that represents diverse cultures, or Pre-teaches key vocabulary. However, I found it difficult to assess my students in their formative and summative evaluations when ascertaining

their ability to address more subtle, or hidden aspects of student diversity, such as, Offers equitable learning opportunities to all students regardless of race, sexual orientation, gender, religion, cultural and linguistic background, or disability. Nor did I know how to frame the post-observation conferences to connect concepts related to culturally responsive education that I knew my mentees were learning in their university courses. Thus, when the prospect arose during RISE project meetings to participate in the development of a tool for facilitators, I took it on as an opportunity for my own professional development and gladly volunteered to do so. This proposed study is an outcome of this endeavor.

Positionality

In my endeavors as a teacher, both of children and adults, I strive to become a transformative educator. Mezirow (1997) describes transformative learning as the process of effecting change in our frames of reference, the structures of assumptions through which we understand our experiences. Frames of reference are primarily the result of cultural assimilation and the influences of primary caregivers. Typically, humans use their frames of reference to make decisions, but do not question their assumptions or think about their decisions. Mezirow believes, however, that as adults, we must learn to make our own interpretations rather than act on the purposes, beliefs, judgments, and feelings of others. Transformative learning develops autonomous thinking, which is a necessary skill in a world that is constantly changing. In my mind, becoming a transformative educator involves being a critical learner, actively engaged in critical self-reflection; developing autonomous thinking; rethinking my frames of reference, and engaging in collaborative communication and skilled dialogue (Barrera & Kramer, 2005).

In my pre doctoral-student life, I worked in international schools in Jakarta, Indonesia and London, England, as a teacher of typically developing students and students with special needs. I taught students from various backgrounds, ethnicities, socio-economic classes, religions and cultures. I perceived myself as a culturally responsive teacher–or so I thought. In the early stages of my doctoral program in

Multicultural Special Education, I realized that I was really color-blind (Cross, Bazron, Dennis, & Isaacs, 1989; Neville et al. 2000) rather than culturally responsive. In my own learning about cultural responsiveness and as a teaching assistant for undergraduates in the two multicultural courses required in the program, the work of Etta Hollins had a profound impact on my thinking. Hollins (2008) described teachers in terms of their perspectives on culture, learning, and ideology. Applying her framework to myself, I would now classify my pre-doctoral views as similar to those of a Type II teacher: one who subscribes to multicultural perspectives in curriculum, understands that there are cultural and individual differences in approaches to learning and instruction, and one who prepares her students for economic productivity and to live harmoniously in a culturally diverse society. I had a pluralistic perspective, but was lacking the political and the social justice perspective. During the course of my doctoral program, I have come to understand through learning about sociocultural theory, that culture has a significant influence on cognition, knowledge, learning, and teaching. By capitalizing on the cultural values and strengths that students bring to school, a teacher not only personalizes curricula for students, but can also empower students to be change agents in society. By having the political awareness of the role schools and education do and can play in society, teachers also can become change agents. Hollins would define this as the stance of a Type III teacher.

Now, as a teacher of young adults pursuing careers in education, I strive to be a Type III supervisor. I encourage my mentees to be critical about the curriculum they teach, to look for and teach alternative perspectives and materials. I encourage them to be cognizant of the students they are teaching, and reflective about how each student learns best, how to adapt their practices so they are indeed personalizing instruction. I recommend that they have a data-driven and analytic approach to progress monitoring, assessment and self-evaluation. I ask students to describe the problems they are facing in the classroom from their own perspectives, to be self-reflective, and sometimes suggest an alternate frame of reference, e.g. “Could you see that behavior that your student displayed from a cultural viewpoint, or from a difference of value systems?” and then to find possible solutions using that alternate frame.

It is not an easy process, because as I’m trying to find answers for student teachers, I’m also searching for them for myself: If I were a Type III teacher, how would I look at this? Am I being culturally responsive? Am I teaching my student interns to be culturally responsive in their teaching? How do the principles of culturally responsive pedagogy really play out in the classroom – what does the practice of culturally responsive teaching look like? These types of questions require me to assess my own belief systems, biases, values and beliefs about people, and about learning and teaching. It means approaching young adults about these sensitive topics in a way that encourages them to be self-reflective and open, and having conversations that may be difficult.

Establishing trust and building relationships with each of my interns is key, as is understanding their value systems. Knowing where they are in the learning to teach process, and how they learn, is key. In my mind, positive interaction, situation-specific learning and learner-generated goals are also necessary ingredients for effective learning and growth.

One of the greatest paradigm shifts I've had in my career as a doctoral student concerns my beliefs about learning disabilities. In my socialization as a special educator, I was taught to locate the problem in the student, to look at disability as intrinsic. Now, my perspective on disability has shifted. I understand that disability can be socially constructed (Kalyanpur & Harry, 2012; Reid & Valle, 2004). The environment, the people involved, the curricula, the types of tasks we ask students to do at school, the assessments we use, dominant societal values – all of these can, and do contribute to our identification of students as learning disabled. If we used a sociocultural lens to examine the 'disability,' would we still make the same claims? Extant literature indicates that the notion of disability varies across cultures, and that attitudes towards disability are dependent on societal values and expectations of normalcy. In some other cultures, for example, disability is viewed as a spiritual phenomenon, and does not necessitate fixing the individual (Kalyanpur & Harry, 2012). Other questions arise, such as Why are minority students disproportionately represented in several special education categories? Or why is there a disparity in achievement between White and other students? Through

my experiences as a doctoral student in the Multicultural Special Education program, and a university supervisor involved in the RISE project, I have concluded that we have to be critical consumers, critical learners and critical educators. I aspire to be a teacher educator who can prepare those I mentor to cultivate a critical stance, and to foster a commitment to equity and social justice, a mentor who can inspire them to become the change agents that they can be.

Chapter 1: Introduction

University supervision of student teachers is a long established practice that has been studied by researchers in education since the 1960s. The extant literature in the field of general education provides information about the personnel involved in university supervision, supervision styles and processes, and to a limited extent, the content of supervisory conversations. However, the literature about the supervision of special education student teachers is sparse, with even less about how university supervisors foster a stance of cultural responsiveness in student teachers.

As the demographics of school populations continue to shift rapidly (Cochran-Smith, 2004; Ford, 2012), a significant component of teacher education programs, including the supervision process, should ensure that student teachers are learning to be culturally responsive. Because of the position that they hold, supervisors have a unique opportunity to bridge theory to practice, by guiding student teachers to engage in praxis, by advocating curricula that promote equity (Achinstein, 2006), and by encouraging student teachers to become change agents in schools through fostering critical stances (Achinstein & Barrett, 2004; Baron, 2006). However, these expectations may place supervisors in a difficult situation, as they may not necessarily be qualified, nor possess the requisite experience and training to do so (Jacobs, 2006). Additionally, little is known about how to effectively mentor preservice and novice teachers to engage in critically reflective practice and how to foster culturally responsive teaching to meet the needs of all learners (Athanases et al. 2008; Grant & Zozakiewicz, 1995; Jacobs, 2006).

In effect, although culturally responsive pedagogy has been advocated as a framework to provide equitable learning opportunities to all students, and this stance is advocated by professional organizations and teacher education accreditation institutions, there is a lack of teacher education research about the specific nature and quality of supervisory conversations that foster critical reflection among teachers who serve students from diverse cultural and linguistic backgrounds, including those with disabilities. Howard (2003) posits that culturally relevant pedagogy is almost impossible without critical reflection, and teachers need to engage in critical reflection "that challenges them to see how their positionality influences their students in positive or negative ways" (p. 196). One way to determine whether teachers are engaging in critical reflection is by listening to how teachers think. Although the supervision conference provides an ideal opportunity for this, Zeichner and Liston (1985) noted "given the ascribed importance of supervisory conferences to the processes of formal teacher education, one finds it ironic that so little attention has been given to understanding the quality of what transpires during these encounters" (p. 171).

A paucity of studies in the special education literature regarding supervision of preservice special education teachers led to a search of the general education literature. The study of supervision to foster cultural responsiveness or equity is equally minimal in this knowledge base. In a distinct review of the literature, Jacobs (2006) found only nine articles published between 1982 and 2003 that related supervision to issues of equitable teaching. Jacob's review revealed that (a) critical reflection is an essential component of teaching for equity; (b) preservice teachers may not have the experience to engage in

critical reflection unless supervised by someone who can model this way of thinking; and that (c) more empirical studies are needed to investigate the outcomes of this type of supervision on views and actions of preservice teachers as well as on their students' learning.

In response to the inadequacy of training in this area, researchers have advocated that universities should provide professional development for supervisors "so they can become more culturally responsive and knowledgeable" (Jacobs, 2006 p. 28) and "culturally responsible" (Zozakiewicz, 2010, p. 149).

Many professional organizations have responded to the call for adequately prepared teachers by including multicultural performance indicators within their accreditation requirements, and standards (Council for Exceptional Children [CEC], 2009; Interstate Teacher Assessment and Support Consortium [InTASC], 2001; National Council of Accreditation for Teacher Education [NCATE]). For example, CEC standards require teachers to understand "personal cultural biases and differences that affect one's teaching; ICC9K1)" (p. 61), and to "develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences; ICC7S8)." (p. 59).

Teacher preparation programs must therefore provide opportunities for novice teachers to be exposed to diverse environments, implement pedagogical practices in ways that are culturally relevant, racially affirming, and socially meaningful (Howard, 2003, p. 197), and develop an equity-oriented pedagogy (Darling-Hammond, French, & García - Lopez, 2002). When teachers complete a teacher education program, they should be

aware of ways culture can influence learning (Gollnick & Chinn, 2006) and be able to account for cultural differences that help explain students' differences in motivation, orientation, and communication (Irvine, 2001; Villegas & Lucas, 2002). Without such preparation, they are unable to discern cultural and/or linguistic differences from disabilities, increasing the likelihood of inappropriate identification for special education services and ultimately, inappropriate services for these students (García & Ortiz, 2006; Ortiz, 2002).

Conceptual Framework Of This Study

My thinking about the topic of supervision to foster a stance of cultural responsiveness has been influenced by extant literature in the fields of supervision, culturally responsive practices in general and special education, and critical reflection. Figure 1 below represents my conceptual framework of the integration of these topics. The solid lines represent areas of research that exist in the extant literature. The dashed lines represent areas of research for which there is limited knowledge. The current study is designed to explore these areas.

Supervision

It has been well-established that the student teaching experience is one of the most critical factors in the preparation of beginning teachers (Clark, Smith, Newby, & Cook, 1985; Goodlad, 1991; Koehler, 1988; Lemma, 1993). It is through this experience that student teachers learn to integrate information and theories learned at universities and apply them to practice in the classroom context. This experience provides the space for

teachers to learn by teaching, and to learn to become reflective practitioners who use research-validated practices to meet the needs of students from diverse backgrounds and with diverse abilities (Little & Robinson, 1997).

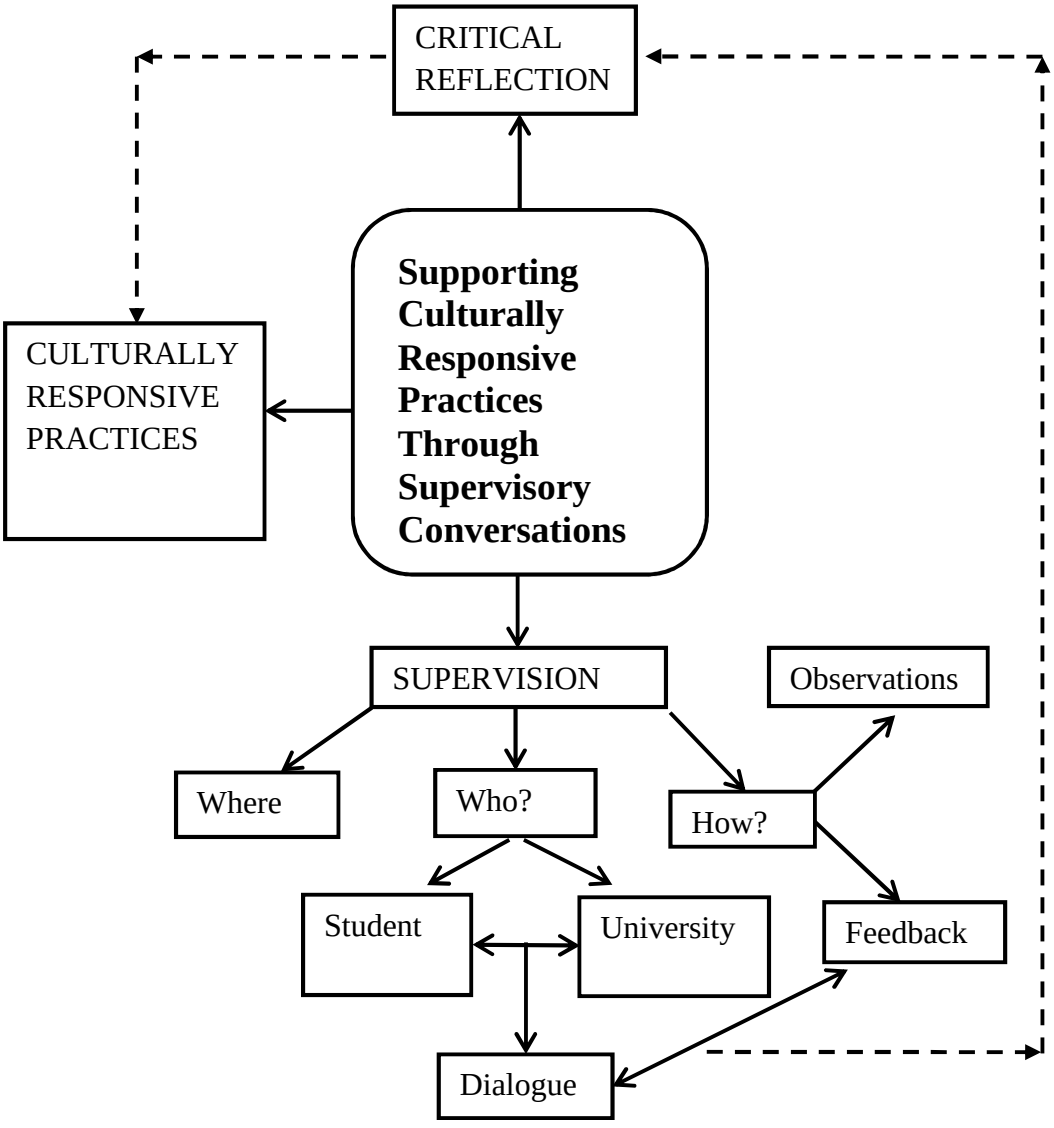

Figure 1.1: Conceptual Framework of Supervision for Cultural Responsiveness

A university supervisor is an individual who oversees preservice teachers during their teaching placements in K-12 schools and represents the requirements of the teacher education program and the university. In the past, when teaching was seen as a technical, rational practice, the role of the supervisor was to objectively evaluate that practice.

However, with the reconceptualization of teaching as an "unpredictable and cognitively complex activity, characterized by decision making, negotiation of meaning, and reflection in action" (Chamberlin, 2000, p. 353), the objective of supervision and the role of the supervisor also changed.

Although supervisors do still contribute to the evaluation of student teachers, the current principal purpose of supervision is to provide a platform from which student teachers can learn to talk about pedagogical practices, reflect on beliefs, knowledge and past actions, and engage in problem-solving through a cycle of observation and feedback (Chamberlin, 2000; Nolan & Hoover, 2004; Zeichner & Liston, 1987). Thus, the purpose of supervision is two-fold; it is both formative (instructional), and summative (evaluative).

It is commonly acknowledged that reflective supervision requires both the student teacher and supervisor to build an interpersonal relationship based on trust, support, effective communication, and shared goals (Cogan, 1973; Goldhammer, 1969; O'Shea, Hoover & Carroll, 1988; Richardson-Koehler, 1988). Student teachers are active participants who co-construct knowledge collaboratively with their supervisors who create the conditions for self-reflection and dialogue. According to Vygostky (1978), learning occurs during social interactions between a novice and a more knowledgeable

other, through the use of semiotic tools such as language. A new concept, for example, is formed initially between people (interpsychologically) and then internalized by the learner (intrapscyhologically). During the process of supervision therefore,

> …as well as the presentation of new information, there needs to be extended opportunity for discussion and problem-solving in the context of shared activities, in which meaning and action are collaboratively constructed and negotiated. In other words, education must be thought of in terms not of the transmission of knowledge, but of transaction and transformation. (Chang-Wells & Wells, 1993, p. 59)

Critical Reflection

Reflective practice (Schön, 1983, 1987) is the act of thinking back on an experience, evaluating it, generating possible solutions, and testing the solutions in practice. In education, it involves a teacher studying his or her own teaching methods, curriculum, students, and classroom environment, and determining what works best for students. Reflective practice provides a conduit for student teachers to create a dialogue between theory and practice (Weshah, 2007), thus creating opportunities for learners to refine their practices. Critical reflective practice calls for teachers to consider the moral and ethical aspects of social justice in their teaching in addition to the technical aspects of teaching. A teacher who practices critical reflection might ask the question, "If we use this process or content, what is the long term effect on students' values, and thus on society?" (Sparks-Langer & Colton, 1991, p. 40-41). Engaging in transformative action, based on critical reflection, is known as praxis (Freire, 1970; Zimmerman, 2009). It is praxis that enables student teachers to become change agents in schools.

Although the research on reflection in teaching is extensive, little is known about how to cultivate critical reflection in beginning teachers (Bates, Ramirez & Drits, 2009). Both teacher education programs and supervisors can support novice teachers in developing an inquiry and data-based approach to critical reflection, problem-solving, and decision-making. In the field experience context, supervisors can assist novice teachers in identification of problems of practice, reframing problems, and modeling critical reflection. Extant literature indicates that it seems helpful to engage preservice teachers in critical reflection of themselves first, through examining their own teaching and classroom context, before moving to critical reflection of school and society (Jacobs, 2006).

Framing (Goffman, 1974), a method of reflection, is a way that humans look at reality, to "make sense of our everyday lives, negotiate our world, and choose appropriate actions (Achinstein & Barrett, 2004). Frames contextualize what we look at and how we look at it. In problem solving, framing plays a role in how we perceive a problem and therefore, how we solve it (Schön, 1983). In educational contexts, frames bound reflective practice: how teachers view and evaluate problems of practice, generate solutions, and choose which strategies to apply. However, apprentice teachers tend to remain unaware of their frames and construct reality with a limited view of their classroom and students (Schön, 1983), not taking into account society and the political world. Supervisors, as more knowledgeable others, can help novice teachers *reframe*; that is, "examining a situation from multiple perspectives…analyzing one's own initial frame, reexamining and renaming the situation, exploring different root causes, and opening

alternative solutions" (Achinstein & Barrett, 2004, p. 320). Through techniques such as providing opportunities for critical reflection, relationship-building, modeling, using think-alouds, discussion, and discourse, supervisors can provide the scaffolding needed for student teachers to become critically reflective and transformative practitioners (Achinstein & Barrett, 2004; Bates, Ramirez & Drits, 2009; Bean & Stevens, 2002). The field experience thus provides a forum in which student teachers can learn how to "apply, reflect on, and refine their practice within a supportive environment of continuous, focused, professional dialogue" (Little & Robinson, 1997, p. 434).

Culturally Responsive Practice in General and Special Education

Culturally responsive teachers understand that culture is central to learning and shapes the thinking process of groups and individuals. They also understand that culture strongly influences the attitudes, values, and behaviors that students and teachers bring to the instructional process (Gay, 2001). Culturally responsive teaching involves building on students' cultural knowledge and strengths, using student-centered instructional methods appropriate to various cultural learning preferences, such as collaboration and cooperation, building connections between students' homes and school, using intercultural communication and multicultural resources and materials (Gay, 2002; Ladson-Billings, 1994, Villegas & Lucas, 2002). Given that the percentage of school-attending students from four racial/ethnic groups (Hispanic American, African-American, Asian American and Native American) has increased from 32% to 45% between 1989-2000, and these groups are projected to become the numerical majority (Ford, 2012), the

need to prepare all teachers to become culturally responsive continues to present a significant challenge for teacher education.

Meanwhile, the teaching population remains predominantly White, middle-class, and female (Aud et al., 2011; National Center for Educational Statistics [NCES], 2003). This disparity is often referred to as the "demographic imperative" or the "disjunction between the sociocultural characteristics and previous experiences of the typical teacher candidate and those of many of our K–12 students, particularly in our nation's urban schools" (Lowenstein, 2010, p. 166). The lack of exposure, familiarity and opportunities to interact with people from diverse groups (Cochran-Smith & Fries, 2005; Seidl, 2007; Sleeter, 1997) often results in preservice teachers bringing unexamined assumptions to their teacher preparation programs (Sleeter, 2008), and cultural conflict between students and teachers in schools (Marxen & Rudney, 1999). Additionally, differences in attitudes, values, beliefs, customs, and traditions between White teachers and their students contribute to low expectations and deficit thinking (Valencia, 2010).

The issues become exacerbated within the field of special education, where, although disability is a facet of diversity, little consideration has been given to how sociocultural, linguistic, and socioeconomic factors interact with disability (Pugach & Seidl, 1998). In fact, "special education has long been recognized as part of the outcome of the larger systematic failure of schools to recognize the ways in which cultural diversity, such as ethnic, linguistic, and socioeconomic class based diversity, influence different ways of being and knowing in children (Pugach & Seidl, 2009, p. 58). Sometimes students' learning or behavioral difficulties have been seen as 'deficiencies'

as opposed to a failure to provide instruction that is responsive to their cultural and/or linguistic differences (García & Ortiz, 1988). Special educators must understand the interactive nature of culture, language, and disability (Cloud, 1993, 2002) if they are to implement culturally and linguistically responsive teaching practices that meet the needs of students with disabilities from culturally and linguistically diverse (CLD) backgrounds.

The literature on culturally responsive special education indicates that additionally, special education teachers should (a) consider the principles of language development in assessment, referral, development of Individual Education Plans (IEPs), and instruction; (b) provide comprehensible input and use linguistically responsive strategies with English Language Learners with disabilities; (c) provide appropriate instruction and assessment measures; (d) coordinate programs and services for students who need bilingual education and/or English as a Second Language (ESL) instruction; and (e) be prepared to play a critical role in supporting students and families from CLD backgrounds (Artiles & Ortiz, 2002; Cloud, 2002; Daunic, Correa, & Reyes-Blanes, 2004; Kalyanpur & Harry, 2012; Pugach & Seidl, 1998; Seidl & Pugach, 2009).

Providing Professional Development for Supervisors

In order to enhance the supervision process, it seems necessary to provide training to prepare mentors with the requisite knowledge and skills to foster a stance of cultural responsiveness in preservice teachers. Achinstein and Athanases (2005) posit that effective supervision requires supervisors to maintain a “bifocal perspective” (p. 856) during the supervision process in order to ensure that all students have equitable learning

opportunities: One focus should be on the individual student teacher's knowledge, skills and readiness to teach, and the second on the context of student diversity in the classroom. In order to provide effective training for professionals with a mentoring role, Athanases et al. (2008) suggest providing a mentor curriculum, such as materials, resources, mentoring procedure guidelines and mentoring conversation protocols.

Impetus for the Proposed Study

The Department of Special Education at The University of Texas at Austin was funded in 2007 to develop, evaluate and institutionalize a restructured and improved undergraduate teacher preparation program to prepare culturally and linguistically responsive special educators (Office of Special Education Programs, CFDA 84.325T). The broad goals of Project RISE (Restructuring Instruction in Special Education) were to (a) prepare graduates to teach children with high incidence disabilities, including those from culturally and linguistically diverse (CLD) backgrounds, (b) work collaboratively with general educators to provide effective services and academic content, (c) maximize outcomes attained by their students in meeting high standards for learning, and (d) ensure that graduates meet the Highly Qualified Teacher requirements stipulated in the Individuals with Disabilities Education Act (IDEA, 2004).

Over the past five years, a series of activities has been implemented to institutionalize this program. Initially, faculty involved in the project initiated a revision of the existing Preservice Special Education Teacher Matrix of Knowledge and Skills to focus on high-incidence disabilities, as well as the needs of culturally and linguistically

diverse (CLD) students, and to ensure coverage of essential competencies needed by culturally and linguistically responsive special educators. These competencies were identified though a thorough review of literature relevant to the preparation of culturally responsive special educators, and the incorporation of professional and state certification standards. Following the revision to the matrix, the next step was to refine the integration and application of these competencies into the curriculum, and the scope and sequence of the program. This led to a redesign of field experience activities and mentoring, in order to achieve alignment with the revised coursework. As a result, undergraduate students are exposed to curricula, coursework, and field experience activities that address culturally responsive instruction, intercultural communication, and collaboration. The department also strives to ensure that students are placed in schools that serve CLD students. Students who are bilingual in Spanish and English, for example, have the option to be placed as interns in available bilingual special education classrooms.

Curriculum to Develop and Support Culturally/Linguistically Responsive Practice

Refinements to the matrix of knowledge and skills to prepare culturally and linguistically responsive special educators resulted in a restructuring of the scope and sequence of the curriculum to ensure that all the competencies identified were appropriately addressed within the two existing required courses focused specifically on cultural and linguistic diversity: (a) *ALD 327 Sociocultural Influences on [Teaching and] Learning*, which students take in the first semester they enroll into the undergraduate special education program; and (b) *SED 337 Intercultural Communication and Collaboration,* which is completed during the final semester, in conjunction with student

teaching. Several of the skill items for culturally and linguistically responsive practitioners were moved to, or also addressed in the student teaching syllabus (*SED 960 Apprenticeship: Research to Practice*). For example, the goal, *Design and implement academic and social interventions that are responsive to the educational needs of exceptional students from diverse socio-cultural and linguistic backgrounds* is now part of the syllabus for student teaching (SED 960) and SED 337. The curricula and field experiences that support the development of culturally and linguistically responsive special educators are further described in Appendix A.

Supervision of Student Intern Field Experiences

The Department of Special Education places high value on the supervision process, and is the only department in the College of Education that requires supervisors to conduct observations and conferences on a weekly basis over four semesters. The department typically employs doctoral students to fulfill facilitator roles; most facilitators, though not all, are enrolled in a special education doctoral program. University supervisors work with student interns from their initial placement as a student intern to their fourth and final placement as a student teacher. Over these four semesters, students are likely to have had a different supervisor for each placement, or they may have the same supervisor for two or more semesters but not necessarily during consecutive semesters.

During the first two weeks of the semester, supervisors conduct the initial three-way meeting as well as an informal observation. The supervisor facilitates the initial three-way meeting to explain the roles of and requirements for each member of the triad

(intern, cooperating teacher and supervisor) during the course of the placement. During the informal observation, the supervisor ensures that the interns are interacting with the classroom students, and attempts to get a sense of the classroom environment and structure as established by the cooperating teacher. Weekly observations are then conducted for the remainder of the semester, with four observation conferences before and after the mid-semester evaluation meeting, respectively. Student teachers in their final placement receive at least one unscheduled observation during the time they are in *Total Teach.* Total Teach is a three week period in which student teachers take over all the responsibilities and teaching from the cooperating teacher, and becomes the acting teacher for the classroom. The duration of the observation and conference times varies depending on the length of the lesson, and the time available or necessary for conferencing. Throughout the semester, the supervisor is also responsible for observing and conferencing with each intern at least eight times per semester, and more frequently if there are any concerns with the student intern's performance in their placement**.** Overall, the supervisor serves in various roles, as facilitator, liaison, evaluator, and mentor.

Supervisor as facilitator. Supervisors take care of logistics such as arranging three-way meetings between themselves, the student intern, the cooperating teacher at the beginning, middle, and end of each placement; the paperwork for the university; and scheduling observations.

Supervisor as liaison. University supervisors are the key liaisons between the student intern, the cooperating teacher, the teaching assistant in charge of placements and

the program coordinator. If either the student intern or cooperating teacher perceive that a problem is developing, the supervisor is the initial point of contact for problem-solving purposes. In supervisory meetings between the supervisors and the program coordinator, typically held two or three times a semester, supervisors also report to the program coordinator on the progress or development of their student interns.

Supervisor as evaluator. Supervisors are responsible for providing both formative and summative evaluation and feedback. In each semester/placement, supervisors, cooperating teachers and student interns participate in two evaluation meetings, one about mid-way through each placement, and one at the end of the semester. All evaluations are formative until the final evaluation at the end of the student teaching semester. As one of three members of this triad, supervisors tend to have a substantial role in the evaluation of student interns.

Supervisor as mentor. The primary focus of this proposed study, and perhaps the most important role that the university supervisor plays is that of a mentor. Each week, the supervisor observes one full lesson prepared and taught by the student intern, followed by a supervision conference. The format of these discussions tends to be informal, in that either participant can initiate a topic of discussion, or comment on a part of the lesson, or ask questions. The feedback provided by the supervisor may vary with the placement in which the student intern is participating and the developmental level of the student intern. For example, during the first placement in a general education inclusion setting, student interns are typically concerned with writing and conducting lesson plans that focus on whole class teaching, and that follow the Modeling-Guided

Practice-Independent practice structure. During this placement, supervisors' feedback may also be targeted towards ensuring that these broad goals are met. In the student teaching semester, when the focus may be on supervision of paraprofessionals, or making smooth transitions from one lesson to the next, for example, supervisors may target their feedback to focus on these goals. Naturally, supervisors also provide feedback according to the needs of each student intern and the unique challenges they are facing in their placements.

Supporting Supervisors' Observations of Culturally Responsive Practices in Field Experiences

Although culturally responsive practice is a focus of the special education teacher education program, the extent to which culturally responsive practice is addressed in supervision of field experiences has tended to be reflective of the facilitator's expertise and experience in this area. In the final year of Project RISE, project efforts were focused on enhancing the preparation of university supervisors to successfully supervise student interns in fostering competencies in culturally and linguistically responsive practice. This led to the development of a culturally responsive supervisory conference guide designed to support both supervisors and student teachers in adopting a more critically reflective stance in becoming culturally responsive in their respective practices. This project activity created the opportunity for me to study the process and nature of supervisory conferences, and to determine the occurrence of conversations about culturally and linguistically responsive pedagogy and critical reflection.

Purpose of the Study

The objective of this proposed study is to investigate how the use of a culturally responsive observation tool can support the development of both supervisors and students teachers in adopting a more critically reflective stance in becoming culturally responsive supervisors and teachers. Specifically, I am interested in analyzing how supervisors support critical reflection about culturally responsive teaching; and identifying supports and barriers to the process of supervision for culturally and linguistically responsive teaching.

The research questions guiding this study are:

1. How do supervisors engage in supervision conferences to promote student teacher critical reflection about culturally and linguistically responsive pedagogy?
2. What contextual factors appear to influence the nature and quality of discussions about culturally responsive pedagogy in supervisory conversations between preservice teachers and their university supervisors?

The findings of this study are expected to have theoretical and practical implications for supervision of practicum experiences in special education preservice teacher education programs. I hope to use the results gained from these analyses to develop a framework for supervision that supports development of a critically reflective stance in both supervisors and student teachers, in order to foster culturally and linguistically responsive practices.

Chapter 2: Literature Review

Although there is an expectation for teacher education programs to prepare student teachers to become culturally and linguistically responsive practitioners, very few researchers have investigated how university supervisors support student teachers in fostering this stance during their student teaching experiences. In a unique review of literature on the topic of supervising for social justice, Jacobs (2006) identified and synthesized the results of nine studies conducted between 1982 and 2005. Jacobs concluded that although the nomenclature varied (multicultural, critical or culturally responsive supervision) and the approaches to supervision had slightly different orientations, (a) all the approaches advocated "questioning and problematizing the present conditions and practices in schools" (p. 30); (b) some approaches advocated "attending to equity in relation to race, class, ethnicity, language, or gender"(p. 30); and (c) all approaches examined schooling and teaching within its wider sociopolitical context. Additionally, all the studies pointed towards promoting critical reflection as a key tool in coaching for equity. Critical reflection involves thinking about the effects of one's actions on others, taking the broader historical, social and/or political context into account, and making practice problematic (Hatton & Smith, 1995). In education, critical reflection would involve teachers questioning instructional decisions, and thinking about the role of school in society and the structures of schooling (Page, 2003). Jacobs also found that supervisors engaged in supervision for social justice need to have (a) a philosophical orientation of advocating for social justice; (b) knowledge of culturally

responsive teaching; (c) knowledge about the politics of schooling; and (d) the requisite skills to coach for critical reflection.

This presents a significant dilemma: University supervisors have a distinctive role in the preparation of student teachers in that often, they are a bridge between theory acquired through coursework, and its application in the classroom. They are in the unique position, therefore, to scaffold student teachers' learning in context. However, university supervisors themselves do not always have the requisite knowledge, experience, or skills to support student teachers in the development of critical thinking or culturally responsive teaching (Jacobs, 2006). Additionally, little is known about how to effectively mentor student teachers or novice teachers to engage in critically reflective practice, or to foster a culturally responsive stance in teaching in order to meet the needs of all learners (Athanases et al., 2008; Grant & Zozakiewicz, 1995; Jacobs, 2006).

The conceptual framework presented in Chapter 1 depicts the interrelationships between the three areas of research central to this study: culturally responsive pedagogy; supervisors and the supervision process; and critical reflection. Culturally responsive pedagogy provides the tools through which teachers can offer equitable learning opportunities to all their students. Further, it is assumed that university supervisors can scaffold student teachers' knowledge and practice of cultural responsiveness during the supervision process. The process of critical reflection has been posited as a measure of student teachers' thinking about the practice of teaching beyond the classroom walls and to its wider sociopolitical impact, thus providing a platform on which cultural responsive pedagogy can be built.

Preparing Teachers to Meet the Educational Needs of Culturally and Linguistically Diverse (CLD) Students in Special Education

High quality teachers demonstrate content knowledge, pedagogical knowledge, clinical experience and stability (National Association of State Boards of Education, [NASBE], 2002). One of the facets of pedagogical knowledge is "having adequate cultural competency to know how to communicate with diverse student populations" (NASBE, 2002, p. 16). However, teachers who lack exposure to diverse communities are often unprepared to teach students who are different from the White, middle class norm, (Cochran-Smith & Fries, 2005; Seidl, 2007; Sleeter, 1997); this can result in unexamined biases regarding diversity (Sleeter, 2008), leading to deficit thinking and low expectations from these groups of students (Valencia, 2010). Cultural dissonance between teachers and students has been associated with negative effects on students from culturally and linguistically diverse (CLD) backgrounds in special and general education (Marxen & Rudney, 1999).

The consequences of cultural dissonance are further exacerbated within the field of special education, where, although disability is considered to be a facet of diversity, little consideration has been given historically to the interaction of sociocultural, linguistic, and socioeconomic factors with disability (García & Malkin, 1993; Pugach & Seidl, 1998). In fact, "special education has long been recognized as a part of the outcome of the larger systematic failure of schools to recognize the ways in which cultural diversity, such as ethnic, linguistic, and socioeconomic class based diversity, influence different ways of being and knowing in children (Pugach & Seidl, 2009, p. 58).

Special educators must be prepared to understand the interactive nature of culture, language, and disability (Cloud, 1993, 2002) in order to provide instruction that is responsive to students' cultural and/or linguistic differences.

Culturally Responsive Pedagogy: A Framework for Providing Equitable Learning Opportunities

Culturally responsive pedagogy (CRP) has been advocated as a framework to address educational issues such as the opportunity gap and disproportionate representation in special education, in order to provide equitable learning opportunities and to achieve social justice. CRP has its historic roots in multicultural education (Trent, Kea & Oh, 2008), the tenets of which have been interpreted in various ways (Sleeter & Grant, 1985, 1987). A synthesis of various conceptualizations of multicultural education suggest the following as significant factors: (a) transformation of self, schools and schooling, and society are needed to effect social change; (b) all students should have an equal opportunity to learn; (c) educational practices, materials, assessment procedures should be critically examined for their effects on different groups of students; (d) teachers should be able to teach all students irrespective of cultural differences; (e) education should be more student-centered and inclusive of students voices and experiences; (f) schools should be the site of transformation, by striving to end oppression in schools, and producing students who are critically aware; and (g) students must be prepared to participate in a democratic and intercultural society (Gorski, 2010). In effect, the key principle of multicultural education is transformation.

As with multicultural education, there are various definitions of culturally responsive pedagogy (e.g. Ladson-Billings, 1994, 2001; Gay, 2000, 2002; Villegas and Lucas, 2002). Culturally responsive teaching is "based on the assumption that that when academic knowledge and skills are situated within the lived experiences and frame of reference of students, they are more personally meaningful, have a higher interest appeal, and are learned more easily and thoroughly" (Gay, 2000, p. 106). Many researchers would agree that its central tenets are: (a) developing a sociocultural consciousness and awareness of one's own culture and biases (Villegas & Lucas, 2002); (b) developing an awareness and appreciation of students' cultures (Gay, 2000, Ladson-Billings, 1994; Villegas & Lucas, 2002); (c) establishing high standards for all students, and believing that all students are capable of academic success (Ladson-Billings, 1994; Gay, 2002; Villegas & Lucas, 2002); (d) using culturally relevant teaching approaches that integrate students' native language and dialect, culture and community, thus making learning equitable and accessible to all students (Gay, 2000, Ladson-Billings, 1994); (e) adopting a constructivist view of learning (Ladson-Billings, 1994; Villegas & Lucas, 2002); (f) viewing knowledge critically (Gay, 2000, Ladson-Billings, 1994; Villegas & Lucas, 2002); and (g) committing to professional growth and an introspective nature regarding issues of diversity (Villegas & Lucas, 2002).

Culturally Responsive Pedagogy in Special Education

The extant literature on culturally responsive special education indicates that special education teachers should (a) consider the principles of language development in assessment, referral, development of Individual Education Plans (IEPs), and instruction;

(b) provide comprehensible input and use linguistically responsive strategies with English Language Learners with disabilities; (c) provide appropriate instruction and assessment measures; (d) coordinate programs and services for students who need bilingual education and/or English as a Second Language (ESL) instruction; and (e) be prepared to play a critical role in supporting students and families from CLD backgrounds (Artiles & Ortiz, 2002; Cloud, 2002; Daunic, Correa, & Reyes-Blanes, 2004; Kalyanpur & Harry, 2012; Pugach & Seidl, 1998; Seidl & Pugach, 2009). Since the mid-1980s, several researchers have posited dispositional and instructional principles for teachers who work with 'minority' students in special education, including English Language Learners (ELLs) and bilingual students. The most prevalent principles are elaborated below.

Consider principles of language development in instruction, assessment, referral, and IEP development. Culturally responsive special educators must understand how language is valued and used by their students so they can build upon students' backgrounds to build proficiency in Standard English. Additionally, in a culturally responsive special education environment, high priority would be given to the consideration of language of instruction for students in special education who are English language learners (ELLs) (Cloud 1993, 2002; Collier, 2004; García & Malkin, 1993; Ruiz, 1989). English Language Learners should be assessed in their native language as well as in English, using multiple sources, tools and strategies (Ortiz & Yates, 2002). Educators would establish language proficiency and language dominance in order to determine the most appropriate language to be used in addressing various IEP goals and objectives (Collier, 2004; García & Malkin, 1993). English Language Learners with

disabilities should be provided with bilingual education or ESL instruction in addition to their special education services (Artiles & Ortiz, 2002; Cloud, 1993, 2002; García & Malkin, 1993).

Use linguistically responsive strategies. Several researchers have recommended strategies that have proved effective for English Language Learners. These include: (a) working collaboratively with students and creating situations where students work collaboratively with each other (Cloud, 1993; Collier, 2004; Hoover, Klinger, Baca & Patton, 2008; Santamaria, Fletcher, & Bos, 2002); (b) developing language and literacy across the curriculum and using language for authentic, communicative purposes (Ruiz, 1989; Santamaria, Fletcher, & Bos, 2002); (c) teaching reading in the language in which students are already proficient (Cloud, 1993; Collier, 2004; Hoover, Klinger, Baca & Patton, 1998); (d) creating many opportunities for student dialogue (Cloud, 1993; Hoover, Klinger, Baca, & Patton, 1998; Santamaria, Fletcher, & Bos, 2002); (e) teaching vocabulary explicitly, and with the aid of visuals and graphic organizers (Cloud, 1993; Collier, 2004; Hoover, Klinger, Baca & Patton, 1998; (f) connecting schools to students' lives (García & Malkin, 1993; Moll, Amanti, Neff & Gonzales, 1992; Ruiz, 1989; Santamaria, Fletcher, & Bos, 2002); (g) teaching complex thinking (Hoover, Klingner, Baca, & Patton, 2008; Santamaria, Fletcher, & Bos, 2002); and (h) adopting a constructivist notion of learning (Goldstein, 1995; Hoover, Klingner, Baca, & Patton, 2008).

Provide appropriate instruction. Teachers should always learn about the history and communities of the students they are teaching (Cloud, 2002; García & Malkin, 1993;

Goldstein, 1995; Hoover, Klinger, Baca, & Patton, 2008; Ruiz, 1989), in order to maximize the use of funds of knowledge that students bring to school. These researchers also suggest the use of diverse cultural and linguistic materials in instruction. Teachers should help students access prior knowledge, make connections, and build new knowledge; they should provide explicit and individualized feedback to scaffold student learning; they should provide a balance between skills and holistic instruction (Hoover, Klingner, Baca, & Patton, 2008). In addition, Goldstein (1995) suggested that teachers should be familiar with critical pedagogy, so that they can teach students to engage in critical dialogue, in order to develop true literacy.

Involve families in students' education. Culturally responsive special educators should establish positive and productive relationships with families that would support their involvement in decision-making about their students. This requires that educators seek an understanding of families' beliefs and values around disabilities and the goals they have for their child with special needs (Cloud, 1993, 2002; García & Malkin, 1993; Goldstein, 1995; Kalyanpur & Harry, 1999, 2012). Kalyanpur and Harry (1999) suggested that educators adopt a "posture of cultural reciprocity" (p. 118) when interacting with families. The four steps are: (a) identifying cultural values embedded in the professional interpretation of a student's difficulties; (b) understanding how parents' views may differ from the professional view; (c) respecting any cultural differences identified, and explaining to parents the basis of professional values about the disability; and (d) determining the most effective way, through collaboration and discussion, of adapting professional values and recommendations to the family's value system.

Using these principles ensures that students are educated in learning environments that are interactive and supportive, that they have access to authentic curriculum, diverse materials and comprehensible input, and that they are offered equitable learning opportunities.

Professional Standards in Special Education

Acknowledging the necessity and importance of culturally responsive education, many professional organizations have responded by including multicultural performance indicators within their accreditation requirements (Council for Exceptional Children [CEC], 2009; Interstate Teacher Assessment and Support Consortium [InTASC], 2001; National Council of Accreditation for Teacher Education [NCATE], 2001). The Council for Exceptional Children standards for beginning special education teachers includes core knowledge and skills related to diversity (CEC, 2009). These 29 multicultural knowledge and skills competencies are distributed between eight clusters: (a) beliefs and historical perspectives, (b) communication, (c) English as a second language, (d) home and school, (e) instruction, (f) assessment, (g) learning differences, and (h) learning environments (see Appendix B). It is worth noting that although some skills are addressed in the instruction cluster, these statements are very broad and do not provide specific instructional strategies (e.g. develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences; ICC7S8 (p. 59). Nonetheless, these competence indicators incorporate several important elements of culturally and linguistically responsive pedagogy into their professional performance standards and provide a basis for the evaluation of practicing teachers. The standards

furthermore serve as a guide to teacher education programs that prepare special educators to work with diverse students and are also used by NCATE for special education accreditation.

The Role of Supervision in Preparing Culturally Responsive Practitioners

To effectively prepare culturally and linguistically responsive preservice teachers, teacher education programs may need to be reformed and the faculty and personnel involved may also need professional development to improve their own knowledge and expertise (Kea, Campbell-Whatley, & Richards, 2006; Devereaux, Prater, Jackson, Heath, & Carter, 2010; Prater & Devereaux, 2009; Sobel, Gutierrez, Zion, & Blanchett. 2011). Although there has been some research and reports on programmatic changes to infuse cultural responsiveness throughout special education preparation programs (e.g. Sobel et al., 2011) and professional development for special education faculty (e.g. Prater & Deveraux, 2009), this research does not acknowledge the role of the university supervisor in the preparation of preservice teachers for culturally responsive pedagogy. This may be because the influence of the university supervisor on student teachers has been questioned in the past (Borko & Mayfield, 1995; Follo, 1999; Su, 1992; Richardson-Koehler, 1988; Wilson & Readence, 1993). However, the university supervisor can play a key role in bridging university classroom theory to actualized classroom practices.

The Role of the Supervisor

Supervisors should guide the process, opening the door for teachers to discover, analyze, and question their pedagogical philosophies in a trusting environment. (Chamberlin, 2000, p. 362)

A university supervisor is an individual who oversees student interns during their teaching placements in K-12 schools and represents the requirements of the teacher education program and the university. The literature on the role, responsibilities and influence of the university supervisor on student teachers/teaching is sparse (Ganser, 1996; Slick, 1997; Steadman & Brown, 2011; Zahorik, 1988). There is a paucity of research on what effective supervisors do (Darling-Hammond & Bransford, 2005), and the results of systematic studies about the influence of supervision are conflicting: some claim that the university supervisor does not have a significant influence on student teachers and their practices (Borko & Mayfield, 1995; Follo, 1999; Su, 1992; Richardson-Koehler, 1988; Wilson & Readence, 1993), while others claim that the university supervisor is a very important member of the student teaching triad (Bates & Burbank, 2008; Bates, Ramirez & Drits, 2009; Friebus, 1977; Koerner & Rust, 2000; Orland, 2001; Steadman, 2009; Zahorik, 1988; Zimpher et al, 1980). Bates (2005), for example, suggests that the supervisor's role has value because it addresses both the reality of the teaching experience, and the individuality of the student teacher's learning needs.

It is important to contextualize the role of the university supervisor in order to understand this conflicting evidence. A search for research about the role and influence of university supervisors for student teachers in special education yielded only two articles

published between 1980 and 2011 (Clifford et al., 2005; McDonnell et al., 2011). This led to a search for similar literature in the field of general education. The research on university supervision has been sporadic, garnering a great deal of interest in the late 70s, and 80s, limited interest in the 90s, and then subsiding until the early 2000s. In a recent case-study of 14 university supervisors across four different education programs at their college, Steadman and Brown (2011) reported inconsistencies among the practice of supervisors, and noted that the term "university supervision" did not have a "reliable, dependable definition" (p. 66) across institutions, both of which they attributed to the lack of a strong research base. They concluded that "larger studies on supervisory practices, on what practices student teachers and cooperating/clinical teachers view as most helpful, and even the language used when discussing supervision would contribute significantly to our understanding of this phase of teacher education" (p. 67).

Various people have served as university supervisors, including faculty members, adjunct faculty, retired teachers, retired education professors and graduate students (Beck & Kosnik, 2002; Hoover, O'Shea & Carroll, 1988; Raths & Lyman, 2003; Slick, 1997; Snyder & D'Emidio-Caston, 2001; Zahorik, 1988). It seems that often university supervisors are graduate students, and that supervisors receive little guidance and support in the field of supervision (Slick, 1997; Zeichner, 2005; Zahorik, 1988). Some claim that university supervisors have typically been undervalued by university systems, resulting in a lack of credit, status or release time (Beck & Kosnik, 2002; Goodlad, 1990; Hoover, O'Shea & Carroll, 1988; Snyder & D'Emidio-Caston, 2001; Zahorik, 1988). Often,

supervisors are selected based on availability, rather than teaching experience and credentials (Snyder & D'Emidio-Caston, 2001).

The extant literature reveals that university supervisors serve in many roles:

1. The bridge between university settings and classrooms (Freidus, 2002; Koehler, 1984; Koerner & Rust 2000; Koerner, Rust, & Baumgartner, 2002; Rust & Bullmaster, 2000; Richert, LaBoskey & Kroll, 2000; Snyder & D'Emidio-Caston, 2001);
2. The mediator for evolving problems (Koehler, 1984; Koerner, Rust, & Baumgartner 2002);
3. The person who provides a third-party, objective perspective (Kozleski, Sands, & French, 1993; Zimpher et al., 1980);
4. The person who provides opportunities for learning and skill development *(*Freidus, 2002; Koehler, 1984; Kozleski, Sands & French, 1993; Slick 1998; Zimpher et al., 1980);
5. The coach, and mentor (Friebus, 1977; Zimpher et al. 1980);
6. The supporter and advocate (Koerner, Rust, and Baumgartner, 2002; Kozleski, Sands & French, 1993); and
7. The 'gatekeeper' to the profession (Feiman-Nemser, 1996; Slick, 1997).

Models of Supervision

Although various supervision models exist, the current trend is to use a combination of the developmental-reflective model (Costa & Garmston, 1994; Glickman,

1985; Korthagen, 2001; Showers & Joyce, 1996) and the clinical supervision model (Cogan, 1973; Goldhammer, 1969; Goldhammer, Anderson & Krajewski, 1980, 1993). Developmental-reflective supervision is a process whereby the supervisor scaffolds the level of assistance and intervention necessary to meet the needs of the student (Glickman, 1980; Pajak, 2000). Initially, the supervisor may provide high levels of support, but as the student displays growth, the level of support is reduced. In addition, the supervisor assists the student in developing the skills necessary for ongoing reflection "by posing questions and involving students in discussions and activities that cause them to question their general practices and assumptions" (Clifford et al., 2005, p. 170). Ideally, student teachers are active participants who co-construct knowledge collaboratively with their supervisors who create the conditions for self-reflection and dialogue.

Whereas the developmental-reflective model provides for the process of supervision, the clinical supervision model provides the structure. Although Goldhammer's (1969) original model consisted of an eight-step cycle, currently, a three-step cycle seems to be used most widely. These include the planning conference, the observation itself, and the feedback or post-observation conference. In the planning conference, the supervisor and student teacher would discuss the goals and objectives of the lesson, and what the students are expected to do and learn. During the observation, the supervisor's objective would be to record data about the lesson. After the observation, the student would analyze their own teaching and reflect on the lesson, while the supervisor's objective would be to scaffold the student's understanding of the events in the classroom, as well as to provide alternate suggestions and strategies (Clifford et al.,

2005; Pajak, 2000). Acheson and Gall (1997) offered that the effectiveness of the clinical model of supervision depends on several factors including the context of the setting, the time and opportunity available to go through clinical cycle and the experience level of the supervisor. This combination of clinical and developmental-reflective supervision aligns with the current purpose of supervision which is to foster teacher growth, by helping student teachers develop their ability to conceptualize their experiences and analyze their own teaching (Chamberlin, 2000; Holland, 1989; Orland-Barak, 2002; Zeichner & Liston, 1987).

Implications from Studies of Supervision

In addition to the roles of supervisors, empirical studies and literature reviews about supervision in general education have explored topics including: (a) supervisors' dispositions, knowledge and skill base (Bates, 2009; Dinkelman, Margolis, & Sikkenga, 2006; Koehler, 1984; Koerner, Rust & Baumgartner, 2002); (b) supervision styles (Hoover, O'Shea & Carroll, 1988; Blumberg, 1980; Zahorik, 1988; Zeichner & Tabachnick, 1982); (c) supervisor-mentee relationships (Hawkey, 1997; Hoover, O'Shea & Carroll, 1988); (d) the tensions between supervisors' conflicting roles as assessor and assistant (Chamberlin, 2000; Feiman-Nemser, 1996; Slick, 1997), (e) the impact of supervisors on student teachers (Bates, 2008; Slick, 1997; Zahorik, 1988), (f) alternative models of supervision (Beck & Kosnik, 2002; Wilson, 2006); and (g) transitioning from the role of teacher to teacher educator (Cuenca, 2010; Dinkelman, Margolis, & Sikkenga, 2006; Zeichner, 2005).

Although there are varied findings resulting from the studies cited above, conclusions drawn from these studies indicate that there are several common and persistent barriers to effective supervision, including (a) incongruent role-expectations (Hoover, O'Shea & Carroll, 1988; Richardson-Koehler, 1988); (b) lack of communication between university programs coordinators, supervisors and cooperating teachers (Hoover, O'Shea & Carroll, 1988); (c) lack of credit and importance given to supervisors by universities (Slick, 1997; Zahorik, 1988); (d) difficulty in systematizing supervision because of differences in supervisor goals and styles (Hoover, O'Shea & Carroll, 1988; Zahorik, 1988); and (e) supervisors' uncertainty of roles as field-based teacher educators (Dinkelman, Margolis, & Sikkenga, 2006; Slick, 1997; Wilson, 2006; Zeichner, 2005). Beck and Kosnik (2002) posited that a separation between university coursework and field placements can be expected so long as non-professorial personnel are responsible for supervision.

In several of the studies cited above, researchers recommended that, in order to minimize the incongruence between teaching and learning philosophies in schools and universities (Darling-Hammond, 1999; Zeichner, 1996), university supervisors should receive professional development in the values that undergird the teacher education program, as well as ongoing support in the supervision process through meetings with supervisor colleagues and teacher educators (Bates, Ramirez & Drits, 2009; Cuenca, 2010; Slick 1997, 1998; Snyder & D'Emidio-Caston, 2001). Slick (1997) recommended specifically that teacher educators should guide university supervisors in maintaining the balance between the roles of mentors and evaluators.

Observation Instruments used for Supervision

Teacher observation has been a part of teacher evaluation and professional development since the early 1930s (Pajak, 2001). In preservice teacher supervision, observation forms are used for formative and evaluative purposes. Detailed observation notes, frequency counts, time samples and checklists form the data base for both feedback in supervision conferences and evaluation of student performance. Observation forms can also function as one of the tools to evaluate student teachers' ability to apply theory to practice in the classroom.

The format of systematic observation instruments range from unstructured anecdotal instruments and open-ended forms to highly structured forms with categories and indicators, checklists or rating scales; these can also be classified into low-inference and high-inference observation systems (Roberson, 1998). Gall, Gall and Borg (2003) described three subtypes of observable indicators: physically-based (descriptive), socially-based (inferential), and evaluative. The physically-based indicators are not open to interpretation among observers. A behavior was either observed or not observed, e.g. *Uses visual representations…as tools to support learning* (University of Texas at Austin, 2010b, p.2). A socially-based indicator is one that is open to the interpretation of the observer, e.g. *Implements effective instructional approaches and routines* (University of Texas at Austin, 2010b, p.2). An evaluative indicator is both open to interpretation and used for evaluation. If a form is to be used for evaluation purposes and to measure certain constructs, it should have content, criterion-related, and construct validity, as well

as criterion-related observer, intra-observer and inter-observer reliability (Gall, Gall & Borg, 2003).

Very few studies exist which describe or evaluate observation instruments used in the observation of preservice special education students or for observing implementation of culturally responsive practices. Two instruments were designed specifically for the observation of inservice teachers of English Language Learners: Sheltered Instruction Observation Protocol (SIOP; Short & Echevarria, 1999), and the Two-Way Immersion Observation Protocol (TWIOP; Howard, Sugarman, & Coburn, 2006). Although these tools were not designed for ELL students with learning disabilities, they can provide guidance for developing indicators related to instruction for ELLs, keeping in mind that modifications would be needed to address their students' special education needs. Two additional instruments have been designed for the observation of culturally responsive practices: The Diversity Responsive Teaching Observation Tool (DRTOT; Sobel, Anderson, & Taylor, 2003), and the Culturally Responsive Teaching Observation Instrument (CRTOI; Applin, 2005).

The Sheltered Instruction Observation Protocol (SIOP). In 1999, Short and Echevarria designed the SIOP, described as a project "to develop an explicit model of sheltered instruction that teachers can implement to improve the academic success of their LEP students" (Short & Echevarria, 1999, p. 8). The lesson planning and implementation design take into account principles of effective learning for all students, including differentiated learning and cooperative learning strategies, and emphasizes evidenced-based teaching strategies for English Language Learners such as the use of

scaffolding to enhance instruction, the inclusion of language development in content lessons, and the development of background knowledge (see Appendix C). Although the SIOP was originally developed for researchers to observe classroom instruction, several teachers used it as a guide to plan their lessons. The instructional model has continued to be developed and tested since its original implementation (Howard, Sugarman & Coburn, 2006).

Guarino, Echevarria, Short, Schick, Forbes, and Rueda (2001) employed a single-blind design to evaluate the reliability of the SIOP. Three teachers experienced in sheltered instruction analyzed six 45-minute videos and scored teachers on three subscales: preparation, instruction and review/evaluation. Of the six videos, three were representative of sheltered instruction and three were not. Cronbach's alpha calculations showed the SIOP to be highly reliable (Cronbach's alpha, .90 or higher). Discriminant functional analysis was used to test the validity of preparation, instruction and review/evaluation subscales. Results indicated that all three predictors were statistically significant for discriminating between educators who used sheltered instruction and those who did not (Wilks' Lambda = .117, x^2 (3, N=24) = 44.03, p< .001).

The Two-Way Immersion Observation Protocol (TWIOP). During the 2005-06 academic year, a grant was funded to develop an instructional approach that combined the SIOP model with two-way immersion (TWI) contexts, and to produce a handbook summarizing key modifications to the SIOP Model and providing examples of lessons that use this modified approach in TWI classrooms. The TWIOP (Howard, Sugarman, & Coburn, 2006) adapts the principles of the SIOP, taking into account additionally the

two-way immersion goals of goals of bilingualism, biliteracy, and cross-cultural competence. Additional objectives added to the TWIOP were (a) Objective Three: Clearly state (orally, or in writing) cultural objectives for students. Work to develop complementary or overlapping cultural objectives across languages; and (b) Objective 22: Provide activities for students to apply content, language, and cultural knowledge in the classroom. The authors elaborated that cultural objectives may relate to content and/or practices typical of cultural groups represented in the classroom, those that are reinforced by the program, or those that are the object of study for a particular unit. Some cultural objectives may relate to a single culture, whereas others will be cross-cultural. They also recommended that cultural objectives be planned at the unit level, rather than at the lesson level. An example of a cultural objective is "The students will read information regarding the origins of Mother's Day around the world and comment on the differences and similarities regarding how and when Mother's Day is celebrated in the United States and in Latin America" (p. 46). This tool has not yet been tested for validity and reliability.

Although both tools were designed for the professional development of inservice teachers, the instructional model and observation tool components have value for supervision of preservice teachers with regard to indicators of cultural and linguistic responsiveness.

The Diversity Responsive Teaching Observation Tool (DRTOT). The Diversity-Responsive Teaching Observation Tool (DRTOT) is divided into three main sections as a result of the study described below (See Appendix D):

1. Direct classroom observation---Supervisors are asked to describe factors such as environmental print, grouping strategies, instructional materials, and instruction that indicate a valuing of diversity. In the second half of this section, a rating scale and a tally chart are provided. Observers are asked to rate items on various teacher behaviors related to diversity, instructional activities, and attention to learning modalities, classroom environment and holding high expectations for students. The tally chart is a space to record teacher-student and student-student interactions.
2. Guided questions for conversation—Observers are provided questions or phrases that include criteria related to diversity such as teachers' commitment to equity and involvement of parents in the classroom.
3. Analysis and Recommendations—Observers note areas of strength and areas of improvement related to aspects of diversity.

Sobel, Taylor and Anderson (2003) described a university-urban school district collaborative project to create an observation tool to assess preservice and inservice teachers' abilities to address issues of diversity in their classrooms. The goal of the project was to customize an observation tool so that it met one of the districts' evaluation standards, "The teacher shall demonstrate competency in valuing and promoting understanding of diversity." (p. 47). Professors in the special education and bilingual program collaborated on the development of the tool, sending it out to an expert panel for review and feedback, and made revisions as necessary. After several revisions, the

district administrative officials approved the tool for a pilot study. The team sent out the tool to several elementary and secondary schools, seeking and receiving feedback from administrators, teachers, supervisors and mentors. Comments suggested that many teachers thought the tool was useful, but requested training on its use. A focus group with 27 preservice teachers at the end of their program revealed that they found the tool overwhelming and that it contained many factors they had not yet considered. In the final phase of the pilot study, the tool was implemented in three elementary, one middle school, and one high school, and further feedback was sought. The authors concluded that there was a great deal of support for diversity-responsive observation tools and that tools such as this would help administrators and teachers become more aware of diversity and recognize the strengths and weaknesses of their programs. (Sobel, Taylor & Anderson, 2003)

The Culturally Responsive Teaching Observation Instrument (CRTOI). In 2005, Applin designed a study to examine whether an instrument intended to assess Culturally Responsive Teaching (CRT) was valid and reliable. She also distributed a questionnaire to her participants in which they provided a self-rating in response to various CRT variables, such as Taught concepts from more than one cultural perspective (Applin, 2005, p. 142). For the observation instrument, she integrated the observation form used in the Special Education program at Vanderbilt University (a one-page checklist of best teaching practices) with the DRTOT (Sobel, Taylor, & Anderson, 2003), CEC's (2000) Multicultural Education Knowledge and Skills standards, and Geneva Gay's (2000) five standards of culturally responsive teaching, listed below:

1. Teacher acknowledges legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum;
2. Teacher builds bridges of meaningfulness between home and school experiences as well as between academic extractions and lived sociocultural realities;
3. Teachers use a wide variety of instructional strategies that are connected to different learning styles;
4. Teacher teaches students to know and praise their own and each other's cultural heritages; and
5. Teacher incorporates multicultural information, resources, and materials in subjects/routines taught.

Applin added one more criterion, namely:

6. Teacher examines their own personal history and uses the information to inform his/her own teaching.

Applin sent an initial draft to an expert panel, and finalized a form for a pilot study, based on their revisions. Her form consisted of six standards (See Appendix E):

1. Cultural heritages
2. School/home connections
3. Instructional strategies
4. Interactions
5. Curriculum/materials, and
6. Personal history

Each standard consisted of two to five indicators, and observers recorded whether or not each one was observed. Applin tested the form in 46 classrooms in four Title 1 elementary schools. She used a training video to obtain inter-rater reliability between herself and two other observers. One 30-45 minute observation was conducted of each teacher. One-fourth of the observations were double-coded. Analysis of the observations revealed that 13% of teachers scored in the low range, 87% in the medium range, and none scored in the high range.

Applin (2005) found that 12 out of 23 of the indicators had a less than acceptable reliability coefficient, and hypothesized that some constructs were easier to observe than others, in any single lesson. She also reported that some indicators were more directly observable and had less of an evaluative component. Reliability coefficients for the majority of the indicators were predominantly lower than .80, indicating that the instrument as a whole did not have construct validity. Additionally, no data were reported on criterion related and concurrent validity. However, Applin concluded that the instrument did have content validity as it was based on widely accepted principles of CRT and had been sent to an expert panel for review. Applin suggested that in further studies of the instrument, there seemed to be a need for multiple observations in order to improve the validity and reliability of the instrument. Applin determined that her observation instrument was the first to operationalize the behaviors widely accepted to reflect the principles of CRT, and so there was no way of establishing either criterion or concurrent validity with any other instruments.

Responses to the teacher questionnaire suggested that her participants perceived themselves to be using more CRT than indicated on the instrument. Applin (2005) suggested that this was possibly because the instrument was not valid or reliable, or perhaps teachers overrated themselves, or conceivably teachers knew themselves more than was observed during one lesson. Applin concluded that although the instrument was neither reliable nor valid, there was definitely an absence of CRT approaches in the observed classrooms, and recommended that teachers receive professional development in culturally responsive teaching. Janet Applin (personal communication, August 12, 2012) indicated to me that she abandoned this observation instrument after her dissertation because its validity and reliability were too questionable.

In summary, the review of observation instruments described above indicate that there is mixed success with using observation tools to capture overt behaviors that indicate culturally responsive practice. Indeed, some of the indicators of CRP are not physically observable in a classroom. It is difficult to capture the beliefs or values of a preservice teacher during an observation. For example, it would be useful to know how a preservice teacher took into account a particular students' background knowledge when preparing the modeling component of her lesson. This pre-planning cannot be directly observed in class, but can be gleaned during dialogue in a supervision conference. Dialogue conducted during a supervision conference has the potential to allow insights into a preservice teacher's planning, implementation and reflection that observation forms simply cannot capture.

On Supervisory Conferences

The post-observation or supervision conference is a conversation between the university supervisor and the student teacher that is typically conducted immediately after an observation of a classroom lesson. Stones (1984) described the post-observation conference as a form of teaching that requires both pedagogic and counseling perspectives. Several researchers report that the atmosphere of the supervision conference should be relaxed so that student teachers can articulate their thoughts (Bunton, Stimpson & Lopez-Real, 2002; Wang, Strong & Odell, 2004).

Supervisory conferences provide a source of data from which the nature of supervisory conversations can be gleaned and the use of discourse analytic methods has been recommended as a tool with which to examine this information (Holland, 1989; Zeichner and Liston, 1987). There was some academic interest in the nature and content of post-observation conferences in the 1970s and 1980s (Blumberg, 1970; Zeichner & Liston, 1985; Zeichner, Liston, Mahlios, & Gomez. 1988). However, in an extensive review of teacher education literature, Clift and Brady (2005) reported a decrease in the amount of research into the nature and content of supervisory conferences since the mid-nineties. Although some authors have endeavored to use discourse analytic methods to study supervision conferences (e.g., Gulden, Julide, & Rana, 2007; Lopez-Real, Stimpson and Bunton 2001; Strong & Baron, 2004; Tang, 2002; Williams and Watson, 2004), Lopez-Real, Stimpson and Bunton (2001) reported that much of the discourse analysis of supervisory conferences has focused on "the language *per se* [italics in original] and from the perspective of the linguist rather than from that of teacher educator who needs to be concerned with both language and content" (p. 161) (e.g., Bullough & Draper, 2004;

Hyland & Lo, 2006). The studies that examined the nature and content of supervisory conversations are described in detail below.

Topics and modes of conversation in supervision conferences. Gulden, Julide and Rana (2007) examined differences in supervisory conferences between successful and unsuccessful supervisors, deemed so by student-teacher surveys. Following an analysis of four supervisory conversations, they reported that successful and unsuccessful supervisors covered similar content; however, successful supervisors had a different repertoire of "speech acts" (p. 125) than unsuccessful supervisors. Supervisors perceived as successful by student teachers were reported to use more reporting, complimenting, acknowledging and mitigating, whereas supervisors perceived as unsuccessful used threatening, warning, insisting, ordering and disputing speech acts. Gulden, Julide and Rana also reported that student teachers preferred supervisors who were willing to help, cooperative, established rapport, provided positive criticism, prompted student teachers to think, and had a supportive manner.

Lopez-Real, Stimpson and Bunton (2001) surveyed 200 student teachers and 28 supervisors about topics of conversation in supervisory conferences. Both groups listed the topics within *classroom delivery skills* such as time management and questioning skills as easy to talk about, while the topics within the *personal aspects* category, such as possible failure, lack of subject knowledge and lack of presence as difficult topics to talk about. In follow-up interviews with 27 student teachers and supervisors respectively, the authors found agreement between student teachers and supervisors on six effective ways for supervisors to have conversations about difficult topics: (a) clearly identify the nature

of the problem; (b) understand the background and context of the problem; (c) provide support and encouragement to student teachers along with alternative suggestions; (d) begin conversations by referring to data-based/objective incident and observations; (e) have a trusting and open relationship with student teachers, built over time; and (f) be sensitive when the problem is related to personality characteristics. The authors concluded that supervisors need to "appreciate the idiosyncratic nature of the supervisory process and….deal with each student teacher as a unique individual" (p. 172).

The influence of observation forms on supervisory conferences. Very few researchers have investigated the use of observation forms on supervisory conferences. As part of a larger study, Bunton, Stimpson, & Lopez-Real (2002) compared the written notes provided by 27 university supervisors to their preservice and inservice teachers. The researchers noted that the variety of observation forms ranged from very open to highly structured; the most open form was a blank sheet of paper while the highly structured form required the supervisor to assess the apprentice teacher on five-point Likert scales for 12 qualities such as teaching competence, language competence and teaching methodology. Supervisors' comments were categorized as descriptive, reflective/questioning, evaluative and advisory, the latter two categories of comments being prominent in all the written feedback. Bunton, Stimpson, & Lopez-Real concluded that less structured observation forms, which allowed for more descriptive and questioning comments, were likely to encourage a reflective approach to teaching.

Other than observation forms, discourse based on reviewing teachers' portfolios also facilitated focused and engaged reflection (Zepeda, 2002). Additionally, the use of

standards and rubrics provide a common language around which to conduct conversations (Sergiovanni & Starratt, 2002; Strong & Baron, 2004).

Preservice teachers' thinking during supervisory conferences. Supervisory conferences provide a unique opportunity to gain insight into student teachers' thinking about pedagogy. Since very few studies have investigated this phenomenon which is central to my proposed study, I describe this series of studies in substantial detail below. In their seminal study, Zeichner and Liston (1985) sought to "document and describe the quality of thinking elicited and expressed during supervisory conferences" (p. 155). They studied supervisory conferences of a teacher education program which emphasized reflective practice and teaching. The program adopted van Manen's (1977) levels of reflectivity model, which differentiates between technical rationality, practical action and critical rationality. Briefly, as depicted in Table 2.1, technical rationality is the ability to apply educational knowledge to achieve certain objectives. Many novice teachers are thought to function at a technical level based on a lack of schemata in dealing with educative problems. Practical action includes reflections regarding clarification of and elaboration on underlying assumptions and predispositions of classroom practice as well as consequences of strategies used. Sometimes, problems stem from personal biases resulting from a practitioner's belief system. Practical action involves looking at situations in context, and questioning of practices based on increased pedagogical knowledge and skills. Problems at the contextual level cause practitioners to reflect on the contextual situation, which often leads to better teaching. *Critical reflectivity* deals with the questioning of moral and ethical issues related directly and indirectly to teaching

practices. Practitioners contemplate ethical and political concerns relative to instructional planning and the context. Equality and justice are assessed in regard to curriculum planning (Taggart, 2005).

The supervisors in Zeichner and Liston's study (1985) received professional development by participating in a course on supervision, in which they learned how to engage student teachers in reflecting at all three levels. Zeichner and Liston's analysis of 26 supervision conferences revealed four distinct categories of discourse: *factual, prudential, justificatory, and critical* (see Table 2.2). They found that more than 62%

Table 2.1
Van Manen's (1977) Levels of Reflectivity

Technical Rationality	Practical Action	Critical Rationality
Efficient and effective application of educational knowledge for the educational purpose of attending goals accepted as given.	Explication and clarification of assumptions and predispositions underlying practical affairs and in assessing the educational consequences to which an action leads.	Considerations of moral and ethical criteria for the discourse of practical action: Which goals, experiences, activities lead towards just and equitable forms of life?
Goals, and contexts of classroom, school and community are not treated as problematic	Actions are linked to value commitments. Actor considers the worth of competing educational goals	Teaching (process) and goals are viewed as problematic

of the discourse fell under the factual level, about 25% was prudential, about 11% was justificatory, and less than 1% was critical. A notable finding was that the level of

complexity of the discourse was dependent on the cognitive level of the student teacher and not the university supervisor. Zeichner and Liston hypothesized that student teachers may have a stronger influence on the level of conversation than the university supervisor and that supervisors were not able to promote more complex modes of reasoning. Zeichner and Liston concluded that the goals of the university program were not reflected in supervisory conferences.

In a follow-up study, Zeichner, Liston, Mahlios and Gomez (1988) examined the ways in which the structure and goals of two different student teaching programs influenced the form and substance of supervisory discourse between university supervisors and student teachers during post-observation supervisory conferences. One program described its orientation towards teaching as a traditional craft, and apprentice teaching as an initiation into this craft. In this orientation, the university supervisor was seen as a master who guides the student teacher towards technical competence. In this program, students learned about the knowledge, skills and dispositions that constitute good practice, focusing on instructional issues, and accepting the educational and social contexts as given. The second program adopted an inquiry-oriented approach, where "student teachers are encouraged to reflect and examine the most effective and efficient means, to question the underlying assumptions embedded in educational practices, and to deliberate over the ethical aspects of teaching and educational institutions" (p. 351). Although the programs differed in orientation, the course requirements and program structure were the same. Both programs also used Goldhammer, Anderson and Krajewski's (1980) Clinical Supervision model for their supervision cycles.

Table 2.2
A Conceptual Framework for Describing Supervisory Discourse (adapted from Zeichner & Liston, 1985)

Categories	Factual Discourse	Prudential Discourse	Justificatory Discourse	Critical Discourse
Examples	• What has occurred in a teaching situation • What will occur in the future	• Suggestions about what to do • Evaluations of what has been accomplished	• Reasons and rationales • "Why do this in this way with these students?"	• Examines and assesses the adequacy of reasons offered for justification of pedagogical actions • Assesses the values and assumptions embedded in the form and content of curriculum and instructional practices (hidden curriculum)
Indicators	Descriptive discourse Informational discourse Hermeneutic discourse Explanatory/ Hypothetical discourse	Instruction Advice/Opinion Evaluation Support	Pragmatic rationale Intrinsic rationale Extrinsic rationale	Pragmatic Intrinsic rationale Extrinsic rationale Hidden Curriculum

Comparisons between the discourse in supervision conferences of the two programs indicated that the distribution of discourse was similar in both programs: most of the discourse was factual (>60%), followed by prudential, then justificatory, then

critical (<1%). The traditional craft program elicited more prudential and less justificatory discourse that the inquiry-oriented program. However, the rank ordering of the categories was the same for both programs. Results for both programs also revealed that there was more discourse about how to teach, than about the content of the lessons. The authors concluded that the articulation of program goals did not appear to be sufficient for altering the nature of supervisory discourse. They further claimed that, although student teachers were engaged in other reflective thinking activities in the inquiry-oriented program, this way of thinking did not filter down into the supervisory conversations. Zeichner et al. (1988) posited that one reason for this might be that the supervisors for this program were graduate students. However, they concluded that professional development for supervisors in the philosophy of the program would likely not be sufficient to result in changes in supervisory discourse, and promoted a professional development school as a more probable site for effecting change.

The studies of supervisory conferences described above revealed interesting information with respect to the nature and content of conversations between supervisors and preservice teachers. However, only the latter two studies yielded information about the type of thinking displayed by teachers in training. In both cases the majority of information provided by preservice teachers fell under the factual category, while less that 1% of the information provided was classified as critical reflection. The researchers posited that neither the nature of the program philosophy based on an inquiry-oriented approach nor the professional development provided to supervisors about reflective

supervision was successful in yielding evidence of critical thinking from preservice teachers.

Critical Reflection

> When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my own unexamined life – and when I cannot see them clearly, I cannot teach them well (Palmer, 1998, p. 2).

In her review of literature on supervision for social justice, Jacobs (2006) identified critical reflection as the one common factor across all approaches to fostering culturally responsive pedagogy in preservice teachers. Howard (2003) posits that culturally relevant pedagogy is almost impossible without critical reflection, and teachers need to engage in critical reflection "that challenges them to see how their positionality influences their students in positive or negative ways" (p. 196). In this section, I describe reflective thinking and critical reflection, and how teacher education programs have encouraged student teachers to cultivate this practice.

The Nature of Reflective Teaching

Reflective teaching is the ability to think critically regarding one's teaching and decision making (Taggart, 2005). It encompasses Dewey's (1933) notion of reflection, in that it "entails the active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the consequences to which it leads" (Dewey, as cited in Zeichner & Liston, 1987, p. 24). Dewey contrasts this to routine action, which reflects decisions guided by habit, impulse, tradition and authority. Dewey described reflective individuals as open-minded, responsible and wholehearted. In

reflective teaching, teachers consider the origins, purposes and consequences of their actions. Reflective teachers are willing to engage in self-evaluation and development, and are able to overcome fears to make meaningful change (Yost, Sentner, & Forlenza-Bailey, 2001). Further, they construct a dialogue in their mind between theory and practice when participating in the field experience components of their teacher education program (Weshah, 2007). These researchers have also emphasized that constant reflection in teaching is beneficial. Becoming reflective practitioners helps teachers to make decisions rationally and intentionally, using a knowledge base that they can defend and justify. The ability to reflect also empowers teachers to improve their own teaching practice, and enables them to become change agents in the education system.

Several theories of reflective thinking have been proposed by researchers. As described previously (Table 2.1), Van Manen (1977) conceptualized reflection as three levels of reflectivity: technical rationality, practical action, and critical reflection. Hatton and Smith (1995) suggested that audiences should not view different levels of reflection as hierarchical, and noted that all levels are important for different stages of student teacher development.

Schön (1983, 1987), who reintroduced the concept of reflection to education, discussed the notion of framing and reframing problems of practice, testing out various interpretations, and modifying actions based on reasoned judgments about preferable ways to act. According to Schön, *problem-setting* is the concept of identifying the target and context for reflection. The way targets are identified and framed can vary with the skill and experience level of practitioners. Those who are more skilled may be better at

identifying the problem and framing or reframing the context. The way a problem is identified and framed affects the effectiveness of the reflection. Those who are less experienced can be supported to frame problems in different ways. Schön also put forward the notions of *reflection-on-action* and *reflection-in-action*. The former is a more deliberate reflection after an event, and over a period of time, while reflection-in-action is immediate reflection and action while the event is ongoing.

Sparks-Langer and Colton (1991) proposed that reflection should include consideration of three elements: the cognitive, the critical, and the narrative. The *cognitive element* refers to the knowledge that teachers need to make good decisions in and about the classroom, such as content knowledge, pedagogical knowledge, knowledge of learners etc. The extent of knowledge or schemata that teachers possess develops over time and with experience. Thus, more experienced teachers are usually able to make decisions more quickly and effectively than novice teachers, because of their wider range of schemata. Reflecting on practice also supports the development of schemata (Brubacher, Case & Reagan, 1994). The *critical element* of reflection refers to "the moral and ethical aspects of social compassion and justice" (Sparks-Langer & Colton, 1991, p. 39), and includes considerations of the goals and process of instruction and its social implications. The third element in their model, the narrative element, incorporates the teacher's voice and narrative and depicts the teacher's construction of reality. A teacher's recount of his/her experiences provides rich context and detail, and serves to foster self-awareness and reflective thinking. Colton and Sparks-Langer (1993) proposed that

reflective decision makers have four attributes: efficacy, flexibility, social responsibility, and consciousness or metacognition.

Hatton and Smith (1995) derived four levels of reflection from their analysis of student teacher written reflection, as depicted in Table 2.3. Although Level 5 Contextual, reflection in action did not arise from their study, they proposed this as the highest form of reflection.

Critical reflection as a component of reflective teaching. Embedded in each of the models described in the preceding section is the element of critical reflection. Critical reflection calls for considerations of one's pedagogical practices that involves moral and ethical criteria, and "locates any analysis of personal action within wider socio-historical and politico-cultural contexts" (Hatton & Smith, 1995, p. 35). Rooted in reflective action and critical theory, critical reflection

> Opens up discourse about the role of schools in a democratic society. Teachers then begin to question common practices such as tracking, ability grouping, competitive grading, and behavioral control. They begin to clarify their own beliefs about the purposes of education and to critically examine teaching methods and materials to look for the hidden lessons about equity and power that might lie therein. (Sparks-Langer & Colton, 1991, p. 40)

It allows teachers to make connections between their actions in the classroom and the influence and impact of the socio-political contexts of schooling. The ultimate goal of critical reflection is reconstruction of knowledge, change and transformation.

Borko (1989) suggested that without structured feedback and modeling, preservice teachers would not learn to critically analyze their beliefs about children or

their reasons for making instructional decisions while trying to cope with the demands of the classroom.

Table 2.3
Hatton and Smith's Levels of Reflection

Levels of Reflection
Level 5: Contextual, Reflection in Action Involves being able to apply Levels 1-4 as new situations arise
Level 4: Critical Thinking about the effects of one's actions on others, taking the broader historical, social, and/or political context into account, and making practice problematic
e.g. the student management in this classroom is reflective of the power relationships between students and teachers in wider society
Level 3: Dialogic Deliberate cognitive discourse within one's self that includes weighing different viewpoints and exploring alternatives
Stepping back and reflecting on possible alternatives
e.g. there may be several reasons the student did not respond to this…
Level 2: Descriptive Providing reasons for actions and looking for 'best practices' based on personal judgment, based on analyzing areas for growth and development
Understanding that alternative reasons/perspective exist
e.g. I chose…because
Level 1: Technical Reporting events and focusing on the immediate. No attempt to provide reason/justification

She encouraged teacher educators to take an active role in guiding preservice teachers' pedagogical thinking and actions through demonstration not only of teaching but also of thinking.

Cultivating and developing student teachers' beliefs and attitudes that inform their teaching and decision making are, in fact, a priority of many teacher education programs (Zeichner & Liston, 1996). Zeichner (2005) posited, "the task of teacher education must also include the development of the novice teachers' ability to exercise his or her judgment about when to use particular practices, and how to adapt them to the specific circumstances in which they are teaching etc. with diverse groups of students in constantly changing and uncertain environments" (p. 118). Over the last three decades, many educators have agreed that reflection and critical thinking should be integral components of teacher education programs. Consequently, the concept of critical reflection is now included in teacher education program mission statements, philosophies, coursework and fieldwork (Bates, Ramirez & Drits, 2009).

Cultivating Reflection in Teacher Education

Teacher education programs have employed several strategies to promote student teacher reflection, including (a) action research projects; (b) case studies, ethnographic studies, and examination of multiple perspectives; (c) microteaching, supervised practicum experiences and critical dialogue; and (d) structured curriculum tasks such as reading fiction and non-fiction, conducting oral interviews, writing journals, narratives, biographies, or reflective essays (Hatton & Smith, 1995; Sparks-Langer & Colton, 1991; Weshah, 2007). Hatton and Smith (1995) concluded from their literature review, that

there was little research evidence to show that these strategies accomplished their goals, explaining that the "means must be specified to demonstrate that particular kinds of reflecting are taking place" (p. 36). Sparks-Langer and Colton (1991) concluded from their review of literature, that some teacher education programs had identified ways of promoting technical reflection, but not critical reflection, stating "we are not completely clear on how one best promotes or assesses teacher reflection about political, ethical, and moral values, beliefs, and attitudes" (p. 41). However, there is agreement on the "need for systematic and regular reflective practices and the importance of providing preservice teachers with significant opportunities to work, learn, and reflect in real situations" (Bates, 2009, p. 91).

Literature reviews by Hatton and Smith (1995) and Yost, Sentner and Fortenza-Bailey (2001) have identified several barriers to fostering reflective approaches, including (a) reflection is not typically associated with teaching; (b) students have preconceived notions about teaching; (c) there is limited time and opportunity to develop reflection; (d) teacher educators have limited exposure to literature on reflection; (e) teacher educators' beliefs that student teachers are incapable of higher levels of thought limits their exploration of these thoughts; (f) student teachers' reactions and feeling of vulnerability when asked to be reflective reduces their willingness to do so; and (g) the structure and ideology of teacher education programs do not value or emphasize reflective practice.

Richert (1990) recommended that teacher education programs should encourage students to dialogue with themselves and each other to learn to describe, explain,

question, explore and challenge ideas, beliefs and feelings about teaching. From a case study of two student teachers, Johnston (1994) concluded that collaborative dialogue should focus "on the student teacher's images of teaching and re-constructing those images as the problematic nature of teaching brings inconsistencies and contradictions to light" (p. 81). Yost, Sentner and Forlenza-Bailey (2001) posited that, without supervised practical experiences, preservice teachers would be unable to integrate and apply information learned in coursework to a practical setting. They stressed that teacher educators should emphasize reflection for change, rather than only technical reflection or practical action. This can be achieved by providing students with experiences that can produce dilemmas or cognitive dissonance.

Howard (2003) suggested five ways to use critical reflection to support the development of culturally responsive practices: (a) ensuring that faculty members are able to sufficiently address the complex nature of race, ethnicity and culture; (b) being aware that reflection in an ongoing lifelong process; (c) being explicit about what to reflect about, for example asking the question, "Do I allow culturally based differences in language, speech, reading, and writing to shape my perceptions of my students cognitive ability?"(p. 200); (d) recognizing that teaching is not a neutral act; and (e) avoiding stereotyping or reductive notions of culture.

Although many teacher education programs may include the goal of reflective practice and/or critical reflection in their program philosophy, evidence from the extant literature would suggest that supporting preservice teachers in adopting this practice is a complicated endeavor. University supervisors have the opportunity to meet with

preservice teachers individually and regularly. They are able to dialogue with student teachers about their thinking behind both the conception of a lesson plan and its implementation; about theory and practice. Thus, university supervisors are in an optimal place to scaffold how student teachers think about their teaching practices within a sociopolitical context and with respect to its impact outside the classroom walls.

Supervision to foster critical reflection. Several authors have recommended the use of supervision as a tool for fostering critical reflection (Hatton & Smith, 1995; Sparks-Langer & Colton, 1991; Weshah, 2007). Supervisors are in a unique position to foster critical reflection in student teachers, and "raise the level of discourse" during feedback (Richardson-Koehler, 1988, p. 28). Although important, very few studies have explored how supervisors cultivate critical reflection, investigated what form reflection can and should take, and how reflection affects teachers' beliefs and practices (Bates, Ramirez & Drits, 2009; Bean & Patel-Stevens, 2002). Supervisors have used strategies such as modeling, thinking aloud, scaffolding, discussion and dialogue to promote critical reflection. The studies described below demonstrate some ways in which supervisors have been involved in the process of fostering critical reflection in teachers.

In Zeicher and Liston's (1987) study described earlier, students in the inquiry-oriented program were participants in tasks that sought to develop all three levels of reflectivity (Van Manen, 1977): inquiry-oriented activities such as observations, an action research project, an ethnographic study, a curriculum analysis project, student-teaching seminars, reflective journals and supervision conferences. University supervisors were responsible for leading the student-teaching seminars, reading and responding to the

reflective journals and participating in the student conferences. Zeichner and Liston described that the supervision process was based on the Clinical Supervision model (Goldhammer, Anderson & Krajewski, 1980), in that it included analysis of teaching, but that it differed because supervision also "included analysis and consideration of student teacher intentions and beliefs" (p. 33). Furthermore, supervisors engaged in conversations around the institutional and social context of teaching, curriculum content, analysis of unanticipated outcomes, the hidden curriculum of the classroom, and the dispositions and attitudes fostered by particular forms of curriculum, classroom social relations, and instructional practices. The authors concluded that despite the various efforts to foster inquiry and reflectivity, the program had limited success with this goal. They claimed that some students and cooperating teachers did not support these program goals, and were much more focused on the apprenticeship of student teachers, i.e., learning to teach, versus learning to think. They also suggested that the structure of the supervision process might have had some impact on this outcome. Specifically, supervisors who were graduate students had heavy workloads, limited contact with student teachers (fortnightly visits and weekly seminars), were transitory, and had a lack of authority over curriculum and instructional practices in field experience classrooms. They noted that it was particularly difficult for supervisors and student teachers to critically discuss cooperating teachers and their motives, as these may be seen as potential threats to cooperating teachers.

Achinstein and Barrett (2004) explored the concept of reframing in their study of mentors and novice teachers. By studying mentoring conversations between 15 mentor-

beginning teacher pairs, they investigated the kinds of frames used to view diverse learners and challenges of practice, and how mentors supported beginning teachers to reframe their views. The researchers assumed that experienced teachers had a wider range of experience and schemata, and could therefore view problems from multiple perspectives. They also assumed that teachers with more experience could therefore provide scaffolds for novices by explaining their thinking aloud. Components of reframing include: (a) examining a situation from multiple perspectives, (b) analyzing one's own initial frame, (c) reexamining and renaming a situation, (d) exploring different root causes, and (e) opening alternative solutions.

Using organizational theorists Bolman and Deal's (1994, 1997) framework, which is based on Schön's (1983) and Entman's (1993) concepts of framing, Achinstein and Barrett (2004) identified three key frames used by mentors and beginning teachers in their study. The managerial frame focuses on rules, controls and procedures. Many novice teachers view problems of practice through this frame. The human relations frame highlights social systems, individual needs and relationships within the classroom, while the political frame focuses on issues of power, equity, conflict and social justice. Analysis of post-observation conferences and interviews revealed that: (a) despite the assumption that novice teachers might use a managerial frame early in their teaching, all three frames were apparent in mentoring conversations in the fall of their first year; (b) novice teachers' repertoires were emergent and they were likely to respond to situations from a survival or control mode, thus they needed guidance in reframing; (c) mentors providing observation data, scripts of student teacher interactions and student work offered novice

teachers a way to examine non-managerial dynamics that affected student learning; and (d) mentors were more likely than novice teachers to initiate non-managerial frames to encourage their mentees to reframe issues.

Reframing helped novices understand the complexity of problems, identify underlying values, and make decisions to manage their challenges. It revealed hidden dynamics that affected student learning, and increased novice teachers' array of lenses through which problems could be viewed. Mentors helped beginning teachers focus on individual learners and the needs of diverse students by using the human relations and political frames to examine problems of practice.

Although their results were encouraging, Achinstein and Barrett (2004) noted that some of their mentors had limited experiences with reframing, and thus were not always able to guide their novice teacher mentees to reframe. They also reported that some mentors used different frames with different novice teachers, while some mentors used the same frame across their caseload of mentees. Additionally, mentors experienced tensions in framing, including being a supporter versus a critic and also in finding ways to address the competing frames of both the mentee and the school culture. For example, if the school had a managerial-oriented culture, and the novice teacher also relied on the managerial frame to view problems, mentors struggled to challenge these frames.

Although this study explored how critical reflection was elicited by mentors during their conferences with beginning teachers, the results and implications are similar to those found in the supervision literature. Specifically, university supervisors and experienced teacher mentors have the potential to support novices in reframing their

thinking and learning to think critically. Mentors, whether university supervisors or experienced teachers, face similar tensions of being assessor or assistant and critic or supporter.

The studies above suggest that more experienced teachers can support less experienced practitioners in developing skills for critical reflection; in fact, critical thinking is unlikely to develop effectively without some type of supervision (Borko, 1989). Some strategies that seemed to have positive effects were prompts that probed student teachers' beliefs and values, dialogue and discussion around the culture and institution of schooling, analysis of curriculum content and hidden curriculum, examining student work and interactions between students, and teaching student teachers to view problems from a different perspective.

Despite these findings, the studies described above are a far cry from Hatton and Smith's (1995) recommendation that "means must be specified to demonstrate that particular kinds of reflecting are taking place" (p. 36). Perhaps discourse analysis of conversations between supervisors and student teachers could provide an insight into how supervisors engage student teachers to develop the skills necessary for critical reflection.

Although the observation tool designed for this study has many indicators that are observable in a classroom, the key component of this form is the Supervisory Conference Guide, which encourages facilitators to ask questions or broach topics that will hopefully uncover preservice teachers' reflective thinking about issues of cultural responsiveness in their planning, teaching and re-teaching. The proposed study is an attempt to discover the specific types of reflective practice in which student teachers engage, and whether and

how prompts and questions used by supervisors are effective in eliciting critical reflection around culturally/linguistically responsive teaching in special education.

Chapter 3: Research Method

The purpose of this study was to investigate how university supervisors engage in supervision conferences to support student teachers in adopting a more critically reflective stance in becoming culturally responsive teachers, and the contextual factors that facilitate or limit this process. Ford (2012) posits that "becoming culturally competent is less of an option…; cultural competence is now a survival skill for educators" (p. 393). Although culturally responsive pedagogy has been advocated as a framework to reduce disproportionate representation in special education, and to provide appropriate special education services to exceptional students from diverse sociocultural and linguistic backgrounds, there is little documentation of how principles of culturally responsive pedagogy are operationalized in classroom settings. Even less is known about how to cultivate this pedagogical approach in apprentice teachers. Because university supervisors have an understanding of teaching and learning theory and regularly observe student teachers' applications of theory to practice, they are in a unique position to support student teachers in adopting a culturally responsive stance; however, supervisors themselves may not be adequately prepared in, or knowledgeable about operationalizing culturally responsive practices in the classroom (Jacobs, 2006).

This study aims to contribute to the developing knowledge base on the preparation of university supervisors to foster culturally responsive practice among the apprentice teachers they supervise. Specifically, the study was designed to investigate the supervision process, with specific focus on the nature and quality of post-observation conferences. The research was guided by the following questions:

1. How do university supervisors engage in post-observation conferences to promote student teachers' critical reflection about culturally and linguistically responsive practices?
2. What contextual factors appear to influence the nature and quality of discussions about culturally responsive pedagogy in supervisory post-observation conversations between preservice teachers and their university supervisors?

Research Design

The study lent itself to a qualitative research design within the interpretivist paradigm. Qualitative research provides a way for a researcher to capture the richness and complexity of phenomena as they occur in their naturalistic setting (Denzin & Lincoln, 2005). Working within the interpretivist paradigm allowed me to construct a holistic picture by using rich, thick descriptions of participants, their perceptions of their experiences and their world. For this research, I studied the world of supervision: supervisors, student teachers, and the supervision process, within the context of schools and classrooms, and special education teacher education. My role as a researcher was to listen to conversations, and use an inductive approach to interpret and explain the supervision process as understood by the participants in this research. Given that the goals of qualitative research is a depth of understanding, my goal as a researcher was to understand the complex and holistic picture of the supervision process and to communicate this to others who may be interested in this phenomenon (Patton, 1985), in

order to extend the current knowledge base about the practice of education (Merriam, 1988).

Context of the Study

As described in Chapter 1, The Department of Special Education at The University of Texas at Austin was funded in 2007 to develop, evaluate and institutionalize a restructured and improved undergraduate teacher preparation program to prepare culturally and linguistically responsive special educators (Office of Special Education Programs, CFDA 84.325T). During the 2010-2011 academic year, Project RISE sought to enhance mentoring provided by university supervisors during the student teaching field experience. Historically, the depth and quality of support provided student teachers varied based on the individual supervisor's knowledge and experience related to culturally/linguistically responsive practice. In order to ensure that all student teachers would systematically receive this component of mentoring, members of Project RISE initiated the development of an observation form to support both supervisors and student interns in their knowledge and application of culturally responsive pedagogy.

The College of Education at UT Austin enrolls a diverse student body. In 2011, 54% White, 24% Hispanic, 9% African-American and 8% Asian students were admitted into the college. 68% of these students were female, while 32% were male (University of Texas at Austin, 2011). Although the students enrolled in the Special Education undergraduate program have historically been representative of the teacher force profiled in the literature; viz., predominantly white and female (Aud et al., 2011), cohorts have become more diverse in recent years. The supervisors appointed by the department are

typically doctoral students in the Department of Special Education. Project RISE created the opportunity to provide professional development for the appointed supervisors to support the student teachers in becoming culturally and linguistically responsive practitioners.

Participant Selection

I was interested in recruiting all the supervisors who were responsible for student teachers in the Spring semester. Three supervisors had this responsibility and all agreed to participate in the study. Thus the primary participants for this study were three university facilitators (two female and one male) who were employed by the Department of Special Education, and who were assigned to supervise special education student teachers during Spring. Michelle was in the third year of the Special Education Administration doctoral program and was also enrolled in the Principalship Preparation Program. Missy was in the first year of her doctoral studies with a specialization in Learning Disabilities and Behavior Disorders. Edwin was a second-year student in the Multicultural Special Education doctoral program. Their mentees, all five student teachers who completed their student teaching and the *Intercultural Communication and Collaboration course* (SED 337), during Spring, served as the secondary participants in this study. Michelle was assigned to supervise Stephanie and Anna. Missy supervised Clara; Edwin was supervisor to Gabrielle and Lisa (all names are pseudonyms). It is important to note that this cohort was unusually small. Although approximately 20 students began the program in Spring 2010, various factors contributed to unusually high attrition over the course of the two-year Professional Development Sequence (PDS).

Procedures for Obtaining Informed Consent

I explained the purpose, research questions and methodology of my study to each primary participant as part of the process for obtaining consent. I showed them the list of data that I intended to use for this study**,** including (a) audio recordings and field notes from staff meetings with university supervisors, held during the Spring semester ; (b) supervisor's reflection forms of the observation tool (Appendix F); and (c) a self-assessment of cultural knowledge, that they had previously completed (Appendix G). Next, I described the Supervisor Personal and Professional Background questionnaire (Appendix H) that I intended to send out, as well as the semi-structured interview (Appendix I), for which I also needed consent. After I explained how I would protect their privacy and confidentiality, I asked them to sign the Consent Form (Appendix J) if they agreed to participate in my study. As one of my participants had left the Austin area, I sent her the Consent Form by email, and explained the information elaborated above by phone. I requested that she print, sign, and scan the signed document, and return it to me via email.

Data Sources

Data for this study were obtained from three sources: (a) extant data from the RISE project, for which participants had already provided consent; (b) extant data from the RISE project for which participant consent was needed; and (c) new data collected specifically for this study. These sets of data are listed in Table 3, and described below.

Table 3.1
Data sources

Data status	Data source
Extant data from RISE (consent received as part of RISE project (IRB 2009-03-0116).	Audio-taped supervisory conversations Student teacher lesson plans Supervisor Observation forms Student teacher demographic profiles (Appendix O) Supervisor meeting field notes and audio recordings
Extant data from RISE (consent needed)	Supervisor reflection forms of observation tool (Appendix F) Supervisor self-assessment of cultural knowledge (Appendix G)
Data collected for this study	Supervisor personal and professional background questionnaire (Appendix H) University supervisor semi-structured interview (Appendix I)

Documentation required for IRB review including application, consent forms, and instruments including a survey and interview questions were submitted to the Office of Research Support in July 2012. The study was granted Exempt status under IRB Protocol No. 2012-07-0051.

Audio-taped recordings of supervision conferences. Supervision conferences typically take place after a supervisor observes a student teacher's lesson. These conversations were audio-recorded. Approximately 20 supervision conferences between the three university supervisors and their five mentees were recorded in the Spring semester. Because the conference guide was new to supervisors this Spring, the audio-recordings from the first few weeks of use were not used in the analysis for this study. This was considered as a practice period, to allow Supervisors time to become familiar with the tool. The audio-recordings of conversations that took place during the three weeks of student teacher's Total Teach period served as the main source of data for my

study. Total Teach is the period in which student teachers take complete responsibility for all the duties and teaching in their classroom setting. For all supervisors, these were observations 6-8 out of a total of eight per student teacher. In one Supervisor-Student teacher (S-ST) instance, one post-observation conference was excluded from analysis because it did not reference the observed lesson; instead the supervisor, student teacher and cooperating teacher engaged in a conversation about the Texas state assessment, and specific students (Edwin-Lisa, Observation 7). Thus, data analysis was based on 14 post-observation conferences.

Supervisory conference guide. The guide is a four column form divided into rows for each component of the lesson cycle. The four columns are entitled *Lesson component*, *Examples of indicators, Possible areas for debriefing/Prompts to promote reflection,* and *Further prompts to consider in thinking about cultural responsiveness.* The first column identifies the lesson components for which student teachers were accountable when developing lesson plans; column 2 provides facilitators with examples of observable indicators they could look for during the observation. Column 3 provides a selection of examples of questions for debriefing some of which included cultural consideration. Column 4 provides indicators that focus more closely on cultural value patterns, communication styles, and linking to students' lives. In addition to the lesson cycle, other areas thought to be important to teaching were included in the form; these include progress monitoring, classroom management, individual behavior management, collaboration, and environment. All these areas have indicators and possible areas for

debriefing also listed. Each set of indicators and possible areas for debriefing include principles of culturally and linguistically responsive practices.

As indicated in Appendix K, for each lesson component in Column 1 (e.g., Model/Input), Column 2 listed examples of indicators of those practices. These indicators are observable in the classroom. For instance, indicators for the lesson component, Input/Model included, *Instructions were explained in language comprehensible for students*, and *Cognitive/mnemonic strategies were clearly elaborated*. The third column lists possible areas for debriefing during supervision conferences. A variety of prompts were provided for each lesson component, and supervisors were advised to choose whichever prompts seemed relevant to the lesson being observed. Under Input/Model, two examples of areas for debriefing are *Different learning modalities used in lesson presentation?* and *Comprehensible language used?* Examples of further prompts under Input/Model are *verbal/non-verbal instruction* and *Are students more comfortable with direct instruction or exploration*? If, for instance, a supervisor noticed that the language used by the student teacher during the modeling component of the lesson was confusing to the students, the supervisor could note that indicator and then discuss comprehensible language with the student teacher during the conference.

Conference guide development. During regularly established supervisor meetings with the program coordinator and the professor of the SED 337 class in the Spring semester, time was set aside to facilitate development of the tools. At the beginning of the semester, an orientation was held in which (a) initial training was provided on the principles of culturally responsive special education, and (b) the initial draft of the tool

was introduced. Revisions and refinements were implemented with input from the coordinator of the undergraduate program and the faculty member who teaches courses related to culturally responsive instruction in the undergraduate program (both of whom were integrally involved in the program redesign), and the three supervisors involved. This first iteration of the conference guide (Appendix L), developed in January 2012, was distributed, and used by university supervisors for three weeks. After the third week of implementation, additional training was provided, and further feedback sought. Supervisors requested more detailed prompts to guide them in addressing principles of cultural responsiveness. As shown in Appendix K, a fourth column was added, entitled Further prompts to consider in thinking about cultural responsiveness. The indicators in this column focus more closely on cultural value patterns, communication styles, and linking to students' lives. Under Input/Model, the areas listed are Communication style, Language, Verbal/Non-verbal instruction and Are students more comfortable with direct instruction or exploration? This iteration of the observation tool, developed in March 2012, was used for three to four weeks, predominantly during student teachers' Total Teach period.

Weekly feedback was sought on the format and content of the supervisory conference guide through a reflection form described below. At the end of the semester, a final meeting was held to solicit feedback about the tool, as well as facilitators' perceptions of how the tool functioned during observations and supervisory conferences.

The development process was literature based, field-based and collaborative to ensure that content and procedures would be feasible and allow for integration with the

college and department's requirements associated with teacher education activities. During the development process, supervisory conversation between supervisors and their student teachers were audio-taped to capture the content and format of conversations with the use of this scaffold. These supervisory conversations became the basis of my study.

Observation form. The observation form (Appendix M) used by the supervisors was also widely used by the College of Education and the Department of Special Education. This was the only form in use prior to the conference guide developed through the RISE project. This form is divided into two columns, one for running records and the second for comments, questions, and thoughts that supervisors have during the observations. During each observation, supervisors typically took notes on their laptop, on a digital copy of this observation form. Typically, supervisors will share their thoughts, comments and questions noted on the form with the student teacher during the supervisory conference. They then send a digital copy of the completed observation form to the student teachers for their own records.

The information yielded from the observation forms allowed me to ascertain whether, and how the supervisory conference guide was used during supervisory conversations. For instance, I was able to note when supervisors had typed prompts from the conference guide directly into the Comments section of the observation form. This allowed me to determine which sections of the conference guide were most frequently used, and whether any sections of the conference guide were not addressed. I also noted whether, and how topics addressed in the conference guide were reworded or rephrased

by supervisors. This information enabled me to determine the saliency of the topics addressed and the overall utility of the conference guide.

Lesson plans. The lesson plan developed by student teachers follows a template provided by the Department of Special Education, (Appendix N). Student teachers are required to list the Individual Education Plan (IEP) goals and short-term objectives (STOs) they plan to address in each lesson, as well as cultural and linguistic considerations (CLD considerations) to be taken into account during the planning and execution of the lesson. Lesson plans are submitted electronically to the instructor for student teaching, (who is also the program coordinator) the week before the lesson is to be taught. Review and revisions take place electronically until the lesson is approved by the program coordinator, teaching assistants, and trained supervisors. Student teachers then send the lesson plan to their university supervisors and cooperating teachers.

For this study, I examined whether the cultural and linguistic considerations described by the student teachers in the lesson plan were addressed during the supervision conferences, and if so, whether the topic was initiated by the supervisor or by the student teacher. Each lesson plan also served as a context for the corresponding audio-recording of the supervision conference.

Student teacher demographic profiles. Upon their enrollment in *ALD 327 Sociocultural Influences on [Teaching and] Learning* (taken during the foundations block semester prior to entering the professional development sequence), students are asked to complete a demographic survey. The survey elicits information about students' personal background and experiences (e.g., race/ethnicity, languages spoken, family's

socioeconomic status, and contact with diverse racial/ethnic groups in the school and community), program information, including courses taken at the college level, prior teaching experience, and field experiences involving students from diverse racial/ethnic groups (see Appendix O). The information from the first two sections of this demographic profile allowed me to create a description of each student teacher, the secondary participants in the study.

Supervisor personal and professional background questionnaire. This questionnaire (Appendix H) is an adapted version of the student teacher demographic profile, designed for the university facilitators. Instead of information about field experiences, this form seeks similar information about teaching experience, supervision experience, and preparation for teaching students from CLD communities prior to this Spring . The prompts in the teaching experience section seek information about employment and teaching experiences and the demographic information of students taught. The prompts in the supervision section elicit information about prior experiences as a coach/mentor or related to teacher leadership, and the training received for these roles. The final section on diversity include questions that seek information about preparation received to teach student from diverse sociocultural and linguistic backgrounds, and supervisors' perceptions about their preparation to supervise with a focus on cultural responsiveness.

Once primary participants signed the consent form, I sent out the Personal and Professional Background Questionnaire by email. I asked them to return the forms within two weeks of receipt. Participants had the option to print the document and write in their

responses, or to complete the digital version; all participants chose to complete the form digitally and returned them to me via email. The information in this survey was used to build descriptive personal and professional profiles of the participants.

I used the information from this questionnaire to create a participant description that included both personal and professional information, designed to capture their experiences as teachers and teacher educators. This enabled me to construct a basic profile of the primary participants experiences related to diversity, in order to better understand the sources of their cultural knowledge and skills related to culturally and linguistically responsive pedagogy (CLRP) and interpret the data generated during the supervisory conferences.

Field notes and audio-recordings of staff meetings with supervisors. During this Spring, I attended the meetings held by the program coordinator with supervisors at the beginning, middle and end of the semester. The meetings were held to review each student teacher's progress, and a segment of each meeting was reserved for discussion about the observation form and guide. I took field notes during each meeting; the second and final meetings were also audio-recorded.

I used the information from the field notes and audio recordings primarily to determine the saliency of topics and utility of the observation conference guide. I also used information from the second meeting to develop the second iteration of the conference guide used during Total Teach. These field notes and audio-recordings provided an insight into each supervisor's perceptions of the observation tool at different stages in its development and use. I referred to supervisors' comments and perceptions

from these meetings in the semi-structured interview conducted with each primary participant.

Supervisors' reflections about the observation tool. University supervisors completed a reflection form (Appendix F) after each supervisory conference during the tool field-testing phase. This feedback form has eight reflection prompts with a five-point Likert scale ranging from 1=*Definitely not* to 5=*Definitely yes*, and a section for comments under each prompt. Examples of prompts are: *During my observation of this student teacher, I used the observation guide sheet*; *The prompts to promote reflection were useful to discussions about culturally responsive pedagogy*; and, *The observation guide sheet enhanced the quality of my post-observation conference*. The supervisors' responses generated formative feedback about the tools as they were being used, which, in turn, informed the subsequent revision of the content, structure, and formatting of the form. Feedback also included information from supervisors about the extent to which they were using the guide.

I used the supervisors' responses to triangulate information yielded from other data sources including the field notes from supervisors meetings, the audio-recordings of supervision conversations and the semi-structured interviews. Often, supervisors provided contextual information about the lesson and/or supervision conferences in this form, and explained why they found the form useful (or not) during a specific conference.

Supervisors' self-assessment of cultural knowledge. At the beginning of the their Professional Development Sequence, students in *ALD 327 Sociocultural Influences on [Teaching and] Learning* complete a 20-item curriculum-based self-assessment of

cultural knowledge. Their responses have been used primarily for instructional planning, particularly when the diversity-related topics in the program were being re-aligned and re-sequenced. Items in the survey reflect the core concepts taught in those curricula; specific constructs are related to cultural and linguistic diversity, and culturally/linguistically responsive teaching; e.g., funds of knowledge, language dominance, and low-context communication. Respondents are asked to rate the depth of their knowledge for each term, using the following descriptors: *Don't know, Can't recall it, Have heard about it but cannot define it, Can define it, Can explain it to someone else with examples from everyday life,* or *Can explain it to someone else with educational examples.*

This self-assessment was distributed to university supervisors at the initial training meeting in January 2012 as one indicator of their knowledge about concepts that the student teachers were acquiring through ALD 327 and SED 337. Items reflected core concepts taught in these two courses, related to culturally and linguistically responsive pedagogy, cultural value patterns, and sociocultural factors. Supervisors' responses were used to guide development of subsequent training for subsequent supervisor meetings.

I used the information in this form as part of the supervisor profile. I was also interested in determining whether supervisors perceived that they became more familiar with topics over the course of the semester either through the training provided or because of the prompts on the supervisory conference guide. I presented this form to my participants during the semi-structured interview, asked them to review their responses

from January 2012, and to assess their current understanding of the various concepts, in order to determine if their understanding of the concepts had shifted over time.

Semi-structured interviews with supervisors. One semi-structured interview was conducted with each supervisor in March 2013, after my initial data analysis. I contacted participants to set up a mutually convenient time to conduct a semi-structured interview. I met with two participants at a coffee shop and one at her home. I obtained permission to audio-tape the interviews. The three interviews lasted 54 (Michelle), 88 (Missy), and 71 (Edwin) minutes.

The semi-structured interview was designed with two broad goals in mind. I was interested in obtaining an in-depth understanding of each supervisor's perspectives about supervision, their responses on the cultural knowledge self-assessment, and their personal and professional profile. My second goal was to gather their perceptions about using the observation form and supervisory conference guide, and to elicit input about changes they might recommend to improve its utility (see Appendix I).

The interview questions were clustered into four sections:

1. ***Perspectives on supervision:*** These questions enabled me to understand each supervisor's stance and supervision style. One question elicited supervisors' perceptions of their goals and expectations as supervisors. The other questions asked supervisors to comment on their future work as supervisors.
2. ***Culturally responsive self-assessment:*** These items were designed to capture supervisors' shifts in perception (if any) about their own

knowledge base about cultural responsiveness prior to and after using the observation form and conference guide sheet. As part of this section, I wanted to learn about topics related to cultural responsiveness that supervisor was interested in knowing more about.

3. ***Background information:*** This section was included as a follow-up to the Background Information Survey, with some more in-depth questions related to exposure to people from diverse groups during childhood through adulthood, and also professionally, as a teacher. Two questions were related to professional preparation for teaching students from diverse sociocultural and linguistic backgrounds.
4. ***Participants' experiences using the observation form and conference guide:*** I am specifically interested in documenting if participating supervisors felt that the observation tool improved the quality of conversations they were able to have with student teachers, and whether they thought the tool increased their own knowledge base about culturally responsive pedagogy. Other questions in this section related to the format and content of the form, and what changes supervisors would make to the tool if they were to use it in the future. The final question in this section pertained to future training that supervisors thought would be useful for further professional development for themselves as supervisors.

Semi-structured interviews are more flexibly worded, and the order of the questions is not determined ahead of time. "This format allows the researcher to respond

to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (Merriam, 2009, p. 90). I asked all participants most of the questions from every section of the semi-structured interview, unless questions were already answered during a participant's previous response. With one participant, I clarified the placement of her student teachers, as she had written the names of two different schools on the three observation forms used (MC6F, MC7F and MC8F), prior to asking the questions from the interview itself. With two participants, I shared transcripts of conversations with their student teachers, and asked them to recall and describe the context and/or reasons for those conversations. For example, I asked Edwin about his intended purpose behind bringing up the topic of disproportionate representation in the discussion about a math lesson in which all the students were female.

After writing up each primary participant's descriptive profile, I sent these to each participant to obtain his/her feedback. Participants provided clarifications that I needed to verify accurate representation of themselves as participants. I also sent participants their individual case studies to obtain comments and feedback. This process of feedback served as a form of member checking.

Data Analysis

I began the data collection process by gathering the data stored in the Department of Special Education, making photocopies of paper documents and digital copies of digital documents. I deleted all identifying information from any documents and replaced these with pseudonyms. All documents were kept in a locked filing cabinet in my home. I

made a digital backup of all documents and stored this external hard drive in a locked cabinet at my workplace.

In the tradition of qualitative research, the process of data collection and data analysis was ongoing, recursive, dynamic, and emergent (Merriam, 1988). Merriam (2009) further recommends that the analysis begin with the first piece of data. She also suggests that the researcher engage in a process of reflection, making notes, writing memos, thoughts, and questions with every piece of data. As I listened to, transcribed, read and reread the supervision conversations, observation notes, lesson plans, and supervisor meeting field notes, I made notes, wrote memos and first impressions and asked questions about each document. This allowed me to get a holistic sense of my data. For example, after completing the content analysis for the first conference between Michelle and Anna, I wrote in my reflective journal:

> In lesson set 6, what do I do with topics such as building rapport with students, positive feedback, compliments, talking to students about their weekend/student interest….is "building relationship" part of the CRP umbrella? (Reflective journal, February, 9th 2013)

I referred back to my notes on indicators of culturally responsive practice, spoke to my advisor and re-read some literature, finally determining that 'building rapport' with students was a conduit through which this student teacher was able to practice cultural responsiveness with her students. I acknowledge that the way I sought and interpreted data was influenced by my subjectivity, and I hoped to mediate these effects by involving my participants throughout my data analysis and interpretation process.

Content Analysis of Supervision Conference Transcripts, Observation Forms and Lesson Plans.

In my initial round of coding, I began with one supervisory conference transcript, which I printed with a wide right margin. I divided the transcript into meaningful chunks that consisted of one discrete topic each. Using an open coding procedure, I wrote the codes in the margin. Examples of initial codes included topics such as "lesson-general," "repeated exposure to vocabulary terms," "student engagement," "alternative instructional strategy," and "connecting to previous learning." I continued with this coding method for the second and third transcripts in the lesson set. Using constant-comparison, I used an existing code if applicable (e.g. student engagement), and created new codes as necessary (see Table 3.2 for sample coding). Concurrently, I created a master list of all the codes (See Appendix P).

In a separate document, I created a table with three columns: supervisor-initiated topics, student-teacher initiated topics, and notes. I added the topics in chronological order, placing supervisor generated topics and student-teacher generated topics in the appropriate columns.

Focusing on cultural responsiveness. In the second round of coding, I analyzed the existing codes using Graue and Walsh's (1998) external and internal coding procedure. In this procedure, external codes are gleaned from the conceptual frameworks guiding this study. Internal codes are created when the existing external codes do not fit the data. The frameworks and possible external codes considered are listed below:

Table 3.2
Sample Transcript Coding

Transcript	Coding
S_Michelle: This is Michelle and Stephanie, and this is for our observation on May 3rd, 2012 and this is a science lesson um, at her school. Um, Stephanie, today I'm just going to kind of talk to you a little bit about like how you met the needs of your diverse learners, um, some of those that might be culturally and linguistically diverse. Um, if you could kind of go through some of the things that you think that you did in your lesson that kind of met their needs.	Meeting needs of CLD students
ST_Stephanie: Ok. Um, I think the main thing I did was just incorporating a lot of different um, visuals and other things like that while explaining the main term of insects, and so like you know, introduced the term with a book, and then talking about um	Multiple visuals Vocabulary
S_Michelle: Mm hmm	
ST_Stephanie: Having different visual posters and then relating all of that to the students' background knowledge of um units that we have already covered like we just did a whole long unit about ladybugs and all of the kids were really engaged in all of that but then tying back into that and how ladybugs are insects because they have 6 legs	Multiple modalities Connecting to background knowledge
S_Michelle: Mm hmm	
ST_Stephanie: And they have you know all those other different things um	
S_Michelle: Mm hmm	
ST_Stephanie: And so like tying back in to their knowledge about that, and then making connections about oviparous animals and like how they lay eggs and how the insects lay eggs and so just having those connections after reviewing previous lessons_	Connecting to previous learning
S_Michelle: Mm hmm	
ST_Stephanie: And then also having those visuals, uh, I think really helped them	New learning
S_Michelle: Mm hmm	
ST_Stephanie: _make those connections but also helped them grasp the new concepts, talking about we're learning about all different kinds of animals. Yesterday we learned about this type of animal, now we're going to learn about this type of animal and stuff	

1. Culturally Responsive Pedagogy frameworks (Gay, 2002; Ladson-Billings, 1994, 2001; Villegas & Lucas, 2002): (a) awareness of own culture; (b) awareness of bias in education/school system/referral process;

(c) strength-based views of students (vs. deficit thinking); (d) influences of sociocultural factors on cognition, learning and behavior; (d) lifelong learner of culture; and (e) agents of change.

2. Culturally Responsive Pedagogy in Special Education (Cloud, 1993, 2002; Collier, 2004; García & Malkin, 1993; Goldstein, 1995; Hoover, Klingner, Baca & Patton, 2008; Kalyanpur & Harry, 2012; Pugach & Seidl, 1998; Ruiz, 1989, Seidl & Pugach, 2009) (a) consideration of principles of language development in assessment, referral, IEP development, and instruction; (b) using linguistically responsive strategies (e.g., collaborative work, preteaching vocabulary, using visuals to support instruction, teaching complex thinking); (c) using culturally responsive practices in special education (materials, linking home life to learning, repertoires of practice, funds of knowledge); (d) understanding the impact of sociocultural factors as related to disability; (e) involving families in students' education and IEP development; and (f) displaying a commitment to learning about culture.

I looked for discussions about instructional strategies or any other topics that could be considered related to the broader construct of culturally responsive pedagogy. If a topic code matched one of the external codes mentioned above, I assigned it that code. For example, "repeated exposure to vocabulary terms" was assigned the code 'Linguistically Responsive Strategy (LRS) - pre-teaching vocabulary' (since the vocabulary was taught at the beginning of the lesson). When a topic appeared, that might be considered to be culturally responsive pedagogy, but was not representative of one of the external codes, I assigned it my own internal code. Some examples of the internal

codes created are *power distance, disproportionate representation, respecting values of the student's home*, and *student culture/identity*. Although many of the internal codes could be subsumed under the external codes, they tended to be more specific/discrete in nature. I wrote these codes in the Notes column of the table (see Table 3.3 for sample coding).

Table 3.3
Coding for Culturally and Linguistically Responsive Pedagogy

Supervisor-initiated topics	Student-teacher initiated topics	Notes/Coding
Meeting needs of CLD students		CLD – General
	Multiple visuals	Use of multiple visual CLRS
	Exposure to vocabulary	Explicit instruction of vocabulary CLRS
	Multiple modalities	Use of multiple modalities CLRS? – building new knowledge
	Background knowledge	Connecting to background knowledge CLRS
	Previous learning	Connecting to previous learning CLRS
	New learning	

Note: CLD = Culturally and Linguistically Diverse; CLRS = Culturally & Linguistically Responsive Strategy

In summary, I conducted two rounds of content analysis for each transcript: The first round of coding captured any topic that was initiated by both primary and secondary participants. After all the initial content codes were generated, I grouped these under broad categories as follows: Lesson and classroom management, instructional strategies,

students, behavior, assessment, language, curriculum content, student-teacher-student relationships, student teacher, cooperating teacher, supervisor, college (UT)-related, school-related, explicitly related to CLRP. The second round of coding focused on cultural and linguistic responsiveness. External codes, from culturally responsive special education frameworks in the literature, were used to code culturally and linguistically responsive instructional strategies and other topics under the CLRP construct. Internal codes were created to capture other CLRP related topics not addressed by the external codes. There is overlap between these internal codes and the topics under the category of 'explicitly related to CRP' generated in the first round of coding. For a list of external codes used and internal codes created, see Appendix Q.

Lesson plan sets. After each post-observation meeting transcript was coded, I reviewed the corresponding observation form and lesson plan. The lesson plans served as the context for the conversation. If I coded an instructional strategy as *culturally responsive*, I checked the lesson plan to see if this strategy was listed under the "CLD consideration" section, and noted that. The observation forms served as a secondary source of evidence for whether supervisors observed or commented on cultural responsiveness. I coded the observation form and lesson plan for content related to culturally responsive pedagogy. I then compared these codes in the lesson plan with the codes in the conversation and observation form. I noted down similarities and differences between each transcript, accompanying observation form and lesson plan.

I grouped the transcripts first by supervisor-student teacher dyad, in chronological order over time (i.e. Observation 6, 7 and 8 for each dyad). Each transcript was labeled

with the initial letters of the supervisor and student teacher, observation number and the letter T. For example, the transcript for Missy's conference with Clara for her sixth observation was labeled MC6T. The corresponding observation form was labeled with an F, i.e. MC6F). These transcript and observation form codes are used as references for quotes presented in Chapter 4. There are five supervisor-student teacher dyads, and three sets of data for four dyads and two sets of data for one dyad (as one supervisory conference did not address the lesson observed), totaling 14 data sets altogether.

For each supervisory conference transcript, observation form and lesson plan set, I made notes of my general perceptions of the supervisory conference, under the heading of First Impressions. Writing notes in my reflexive journal as I analyzed each set of data helped me to determine if there were substantial changes over the course of the semester in terms of amount and type of culturally responsive topics covered, and depth of conversation with regard to each topic.

Discourse Analysis

The analysis of discourse is vital in uncovering and understanding the form and function of language used in the phenomena of supervisory conversations. I used two methods of discourse analysis to investigate the intricacies of supervisory conversations, *interactional sociolinguistics* and *pragmatics*. Interactional sociolinguistics, a discourse analytic method rooted in linguistics and anthropology, "is concerned with the distribution of particular features in talk (where in talk you find them, and whose talk you find which ones in) as well as the cultural beliefs, assumptions and values of the participants in the interaction" (Cameron, 2001, p. 50). This discourse analytic

methodology helped me to answer questions about which participants brought up topics that were related to CLRP, which participants engaged in reflection (Hatton & Smith, 1995), and how these topics emerged in conversations. It also helped me identify factors, including the conference guide, that may have affected the conversations.

Pragmatics, rooted in the philosophy of language, is the study of *meaning in interaction* (Thomas, 1995). I used Austin's (1962) speech act theory as the lens through which I analyzed the pragmatics of interactions. Austin proposed a *locution* as the actual words that a speaker utters, *illocution* as the force of the utterance, or what the speaker intended, and *perlocution* as the actual impact of the utterance on the speaker (cited in Cameron, 2001). At first, I read through one transcript coding for types of statements and questions produced by supervisors and student teachers in conversational exchanges. I created a master code list subdivided into supervisor statements (e.g., inquiring, suggesting, complimenting and evaluating impact) and student teacher statements (e.g., informing and explaining, hypothesizing, and evaluating impact). As I read through the remaining transcripts, I used codes from the master code list if they were appropriate, or generated new codes as necessary (e.g., *scaffolding* did not emerge as a perlocution speech act until the third conference). I then added the speech acts to my table (see Table 3.4).

After completing the coding of speech acts, I grouped all the phrases with the same code in a Word document, and repeated this for each speech act. I read through each group of comments to ensure that my coding was consistent across all transcripts. I

determined that the code *evaluating* contained some phrases extremely similar to those initially coded as *praising*; these items were re-coded as appropriate.

As I examined the speech acts used in conversational exchanges, I tried to determine which types (if any) of supervisor statements supported student teachers' propensity to reflect, and to determine if particular forms of questions or other speech acts were more likely to elicit responses at a deeper reflective level.

Table 3.4
Coding for Speech Acts

Supervisor Speech Acts	Supervisor-initiated Topics	Student-teacher Speech Acts	Student-teacher Initiated Topics	Notes/Coding
Inquiring S➔Q S➔Q	Meeting needs of CLD students			CLD – General
		Informing	Multiple visuals	
		Informing	Direct instruction of vocabulary	
		Informing	Multiple modalities	
		Informing + Explaining	Background knowledge	
		Informing + explaining	Previous learning	
		Evaluating impact	New learning	

Note: S➔Q: Statement as question; CLD = Culturally and Linguistically Diverse

Analysis revealed no discernible pattern across supervisors that consistently garnered deep reflective thinking from all student teachers. Supervisors had to use different approaches and speech acts to elicit various reflective levels of thinking from their student teachers. This type of discourse analysis also helped me to provide answers to my second research question about contextual factors that mediate supervisor

conversations. A complete list of speech acts organized by supervisors and student-teachers is included in Appendix R.

The dual approaches to discourse analysis described above led to an in-depth understanding of the structure and function of language within supervisory conversations, the social roles and relations of its participants, the construction and scaffolding of knowledge around CLRP, and evidence of various levels of reflection Hatton & Smith, 1995), These analyses were important in determining the effectiveness of supervisory conversations, and how the process could be ameliorated. Using discourse analytic methods described above, I was able to provide some answers to the following questions:

1. Which topics related to culturally responsive practice were discussed?
    i. Who initiated the topic?
    ii. How was the topic brought up (e.g. direct question, comment, prompt to reflect, etc.)
    iii. When was the topic brought up?
    iv. How many turns were involved in talking about the topic?
2. How was knowledge around CLRP constructed?
    i. How did supervisors scaffold and influence student teachers' knowledge and understanding of CLRP?
    ii. How did student teachers scaffold and influence their supervisors' knowledge and understanding of CLRP?
    iii. How did the observation form and conference guide support this co-construction of knowledge?

iv. What dimensions of conversation supported or limited co-construction of knowledge?

3. How did supervisors prompt student teachers to engage in critical reflection?
    i. What types of statements evoked evidence of critical thinking, if any?
    ii. Which topics or culturally responsive practice were associated with critical reflection?
    iii. What types of reflection were evident in student teachers' responses?

Contextualizing Themes

The nature of supervisory conversations are likely to be influenced by participants' identities, personalities, background information, and the setting in which the conversations occur. I was expecting to see variation in conversations between different supervisor-student teacher pairs. Therefore, I treated each supervisor-student teacher pair as a unit of analysis.

Creating profiles of university supervisors and student teachers. Using the supervisor personal and professional background questionnaire, information from the semi-structured interview, and the self-assessment of cultural knowledge forms, I created a profile of each supervisor and student teacher. Supervisor profiles include doctoral program pursued, gender, racial/ethnic background, languages spoken, previous classroom teaching experience, and previous experience as teacher leaders, mentors, and university supervisors. I also noted information about exposure to courses and/or training that included topics of cultural diversity, intercultural communication, and cultural

responsiveness, and perception of knowledge related to concepts of cultural responsiveness in order to build a picture of participants' level of experience and perceived expertise about culturally responsive practice prior to using the observation form and conference guide.

For the student teachers, I used the information from the initial sections of the student teacher demographic profile form, such as gender, race/ethnicities, socioeconomic status, and linguistic background to create a description of the secondary participants. I also used the information from their lesson plans and from the district website in order to describe their student teaching school and classroom settings, students, and their roles in their classrooms. By linking supervisors to the student teachers they supervised, I have been able to depict the post-observation experiences of each dyad.

As I compared codes and categories across different supervisor-student teacher pairs, I was able to identify similarities across all pairs, which allowed me to develop working hypotheses related to major themes. The nature of supervisory conversations are likely to be influenced by participants' identities, personalities, background information, and the setting in which the conversations occur. I was expecting to see variation in conversations between different supervisor-student teacher pairs. Therefore, I treated each supervisor-student teacher pair as a unit of analysis. I also used information from the semi-structured interviews, lesson plan observation notes and background information surveys to elaborate and triangulate information about the themes that emerged.

Yin (2008) advocates that case studies allow for an in-depth look at a phenomenon, while maintaining a focus on the characteristics of real world events. Case studies have been suggested as a way of studying bounded systems. Similarities or patterns found in comparisons across cases (cross-case analyses) can serve to strengthen the external validity and transferability of a researcher's findings. The cases in this study would be considered collective and instrumental as they are being "examined mainly to provide insight into an issue or to redraw a generalization. The case is of secondary interest, it plays a supportive role, and it facilitates our understanding of something else" (Stake, 2005, p. 437).

Establishing Trustworthiness

As a researcher, I recognize my biases, and tried to suspend judgment, by "setting aside of the researcher's personal viewpoint in order to see the experience for itself" (Katz, 1987, p.37, cited in Merriam, 2009). I have stated my positionality with regard to my theoretical orientation, experiences and worldview, so that others may understand the lenses through which I interpreted my data. In addition, I used a reflexive journal to keep notes of my perceptions and thoughts regarding each data set in order to monitor any biases that arose. In another memo, after my interview with Michelle, I wrote:

> Did my semi structured interview with Michelle yesterday. Her motivation to be a facilitator partly stems from her Ed Leadership program, where she has to evaluate teachers all the time. She pointed out that none of the PDAS [Professional Development and Appraisal System] indicators include culturally responsive pedagogy and she wishes it did. (Reflective Journal, March 11th 2013)

Honoring participants' voice and experience is important in qualitative research, especially if the researcher's goal is to make the research relevant to the participants. It was of utmost importance to me to include my participants in my research process as much as I could. This meant representing them as fairly as possible using their perceptions, words and voices to build their stories. I used four methods to ensure trustworthiness and credibility: triangulation, member checking, declaring positionality, and audit trail.

Credibility

In this study I used triangulation to establish credibility, which is concerned with the validity of the results of data analysis. I used multiple sources of data and multiple methods to confirm emerging findings (Merriam, 2009). Specifically, content and discourse analysis were used to examine transcripts of supervisory conversations. Data from student teachers' lesson plans provided contextual information for topics that emerged in the supervisory conversations. The content included by student teachers in the *CLD considerations* section of their plans helped me to determine, in some cases, whether an instructional strategy was intended to address learning differences or cultural and/or linguistic differences. For example, *modeling* was used to explain activities to the whole class in some instances, and not purposefully to meet the needs of exceptional learners from diverse communities. Details yielded through content analysis of the supervisors' background surveys and semi-structured interviews supported information yielded in the supervisory conversations. Triangulation of various sources helped ensure the validity of emergent themes.

Another way to ensure credibility is by conducting member checks, the process of presenting emergent and/or final findings to participants, in this case, the university supervisors. I used member checking throughout my data analysis. During the semi-structured interview with each participant, I presented segments of transcripts about which I needed clarification or contextual information. I asked participants if my interpretations of their conversations were accurate, or I showed them a transcript section and asked them to recall the conversation, if they could.

After writing an initial draft of each supervisor's profile, I sent the document to each supervisor by email. In each document, I highlighted or added comments to statements about which I was unsure or needed clarification. Each supervisor made corrections or added information, which I then included in my final draft of their individual profiles. As I developed working hypotheses, I also sent these to each supervisor for comments and impressions.

Dependability and Confirmability

Dependability is concerned with consistency between data collection, data analysis and data interpretation, whereas the goal of *confirmability* is to ensure that the results are consistent with the data collected (Lincoln & Guba, 1985). Dependability and confirmability are assured through triangulation, member checks, stating positionality and leaving an audit trail. I address the audit trail in this section, the other processes have been described above. Lincoln and Guba (1985) explain the audit trail as describing "in detail how data were collected, how categories were derived and how decisions were made through the inquiry" (Merriam, 2009, p. 223). I met with a graduate student

recommended by one of my committee members to ensure reliability of my pragmatic coding of speech acts. I explained my study briefly to this peer, and gave her the master code list of speech acts, giving a brief verbal description of each one to supplement the written description on the sheet. We coded one transcript together, and two additional transcripts separately. If there were disagreements in our coding, these were discussed and amendments made based on our consensus. I used the notes from our discussion to code the remaining transcripts. In some cases, I returned to my already-coded transcripts to re-code the speech acts. As an example, the discussion resulted in a refinement of the code, *evaluating impact*: sometimes student teachers evaluated the impact of their instructional strategies as ineffective, but my coding scheme included all instances—positive and negative--under *evaluating impact*. After our discussion, we decided to add the code *evaluating impact – negative*, as this code could possibly generate nuances in the data.

Reflective journal. I also made notes in my journal after analyzing every set of transcripts and lesson plans. In these notes, I wrote my initial impressions regarding indicators of CLRP and reflective thinking in each conversation. Similarly, I made notes when I was unsure about whether specific practices corresponded with principles of CLRP. I referred to the literature about CLRP to determine the validity of my external coding. Similarly, I consulted the literature several times to ascertain which level of reflection was demonstrated in various student teacher responses.

I recorded thoughts, feelings and reactions that arose as I performed the data analysis. I am aware that my positionality and biases may have influenced the way in

which I interpreted the data. I journaled about the reactions I have, trying to locate the source of my reactions, whether they are integral to my belief system, or the conceptual frameworks that I value. This helped me produce a more objective interpretation of my data. For example, after reading through all of Missy and Clara's transcripts, I wrote the following in my journal, in the First Impressions section:

> Missy and Clara's conversations are relatively long (6m20, 13m57, 15m17). Missy seems to compliment sparingly. She asks Clara how certain aspects of the lesson went, and then asks what Clara could have done to improve the situation. She seems to scaffold Clara's critical reflection quite a lot. After guiding Clara to some possible strategies or solutions, she then explains why that strategy is good in general. Missy also prompts for and addresses goals – e.g. last week you said you wanted to be mindful about closure…how do you think that went this week? (Reflective Journal, February 16th, 2013)

Although these comments are based on my initial personal reaction, data analysis revealed that indeed, Missy did not use 'praising' regularly in each conference, and she did use 'scaffolding' in every conference. In this instance, the data analysis supported my initial reactions.

Transferability

Transferability is the concept that findings from one study can be applied to another context, given the parameters of that context. The notion of rich, thick description comes into play here, as does Stake's (1995) suggestion that "to assist the reader in making naturalistic generalizations", one must "provide opportunity for vicarious experience" (p. 86). In order to support the transferability of my findings, I have provided detailed descriptions of the context as well as the participants, so that readers can ascertain the similarities with their contexts/situations, to determine which aspects of the

study might be transferable. The supervisor personal and professional background questionnaire and the student teacher demographic profile allowed me to provide descriptions of all the participants in this study. I was also able to describe the school settings in which student teachers were placed, providing demographic information for the student body in these schools.

Utility of Findings

Although the number of participants in this study is small, and the study was not designed to produce generalizable results, I have provided rich, thick descriptions of participants and the context of the study, so that readers have enough information to determine the transferability of my findings to their context. I acknowledge that this study may be limited by its duration, context, and number of participants, all of which are factors that could limit transferability. For instance, the special education program that serves as a context for this study is situated in a large, research-intensive, predominantly white (until recently) institution, so my participants are bounded by this context, in that they may not represent the types of students and facilitators who work and study in other types of teacher education programs.

I acknowledge that I have social and professional relationships with each of my three participant supervisors. This may have influenced how they responded to my interview questions and in my attempts at member checking. Another potential delimitation of this study may be that I did not have the data about the exact students in

the classrooms in which student teachers were placed. The demographic data available to me was a representation of the students in the entire school.

The analyses I chose to carry out reflect my positionality, beliefs, and philosophical stance about culturally responsive practice, the role of supervisors and the supervision process. It is likely that another researcher, who holds a philosophy or paradigm different to my own, could analyze the data and/or interpret results differently. In my reflexive journal, I recorded an audit trail of my thought process regarding these factors, so that I could go back to them at a later time, if needed.

This exploratory study is intended to add to the knowledge base about supervision for cultural responsiveness in special education teacher education, as well as teacher education in general. A potential benefit of this research is the compilation of possible phrases and sentences in discourse that truly reflect different levels of reflection, as well as possible prompts and questions that can be used by future supervisors that have the potential to generate reflective thinking in student teachers. These are data that are clearly lacking in the extant literature about supervision for culturally and linguistically responsive practice.

There is clearly a need for tools to develop critical reflection in student teachers, as well as tools to scaffold the process of supervision in order to engage in meaningful conversations about culturally responsive practices. The analysis of supervisory conversations has the potential to inform not only the development of tools, but also the development of a framework for supervision to promote CRP. By using discourse analytic methods, I hoped to learn more about the thinking involved in critical reflection

and thus, how to foster a sense of critical reflection with regard to becoming culturally responsive practitioners. In turn, these findings may better inform us about what we, as more experienced teachers and teacher educators need to do or learn, to be able to support our apprentice special education teachers as they begin teaching in public schools in a country that is continuing to become more diverse. Thus the findings of this study have theoretical and practical implications around practicum experiences in preservice teacher education programs.

Chapter 4: Findings

In this chapter I introduce the three participating supervisors (Michelle, Missy and Edwin) and their student teacher mentees, and I present my analysis of their interactions as they engaged in supervisory conferences. The chapter begins with case studies of each supervisor. In light of the variance and uniqueness of each student teacher's personal background as well as the settings and contexts in which student teaching was completed, my analysis of supervisor-student teacher interactions is organized by student teacher. I describe the supervisors' personal and professional profile to provide insight to their ethnicity, exposure to diverse communities, their experience with students with disabilities, and as teacher educators. I also describe the student teachers' ethnicity and their experience with diverse communities. Their demographic data were gathered from a demographic profile they completed at the beginning of the PDS sequence, as part of their enrollment in the Sociocultural Influences on Teaching and Learning course (ALD 327), in Spring 2010. I also provide information about their student teaching placement and school settings in this Spring semester. Then, I describe the topics most focused on in the pairs' discussions, and the linguistic interactions between each pair. The case studies continue with information and descriptions of conversation about culturally responsive pedagogy and evidence of reflection displayed by the student teachers. For Michelle and Edwin, who each mentored two student teachers, I present similarities of their supervision style across both student teachers. The chapter concludes with a presentation of two emergent themes: Missed Opportunities and Failed Attempts.

Background information surveys and demographic profiles completed by the supervisors and student teachers respectively, provide the information for supervisors and student teachers' personal background, professional experience and student teaching. The remainder of the chapter draws heavily on transcripts of conversations during the student teachers Total Teach periods, where they are fully immersed in the role of *acting teacher* for their placements. Student teacher lesson plans, supervisor observation notes and semi-structured interviews with supervisors are also used to supplement and provide contextual information. My intent is to use the voices of supervisors and student teachers to expose to you the world of supervision conferences as they experienced it, this particular Spring semester.

Michelle: Supervision as Instructional Leadership

During the semester in which the study was conducted, Michelle was a doctoral student in the Special Education Administration program as well as the Principalship Program at UT Austin. She identifies as a white female of Czech, Scottish and English descent. Michelle reported that her most salient ethnic identity is Czech, her father's nationality. During her childhood, she would celebrate Polish and Czech festivals with other members of the Czech community in their town. She knows and speaks a few Czech phrases, which were used interchangeably with English in her household. She attended a private, Catholic school from K-12; other students at her school were mostly Anglo-Saxon, with a few Hispanic and about two to three African-American students. The enrollment at the college she attended was also predominantly White.

Professional background. Michelle obtained her teaching certificate through an alternative certification program (ACP) from an Education Service Center in Texas when she first began teaching. Prior to beginning her doctoral studies, Michelle was a special education teacher at two different urban/suburban high schools. She taught 13 – 21 year–old students with disabilities from various racial/ethnic backgrounds, primarily African American and Hispanic. "My first experience with minorities was actually teaching in public schools" (Michelle, semi-structured interview, March 11, 2013). Her students were identified as having a variety of high- and low-incidence disabilities, including Autism Spectrum Disorders (ASD), Down Syndrome, Emotional and Behavioral Disorders (E/BD), Learning Disabilities (LD), Intellectual Disabilities (ID), Attention Deficit (Hyperactivity) Disorder (AD(H)D), seizure disorder, and visual impairments (VI). She attributed her success in these schools to forming personal relationships with, and having high expectations for each student, "That's really important to me to make them feel like, that I care about them and they can succeed. And I always had very high expectations for them" (Michelle, semi-structured interview, March 11, 2013). She also reported that she didn't believe in "dumbing down the material." Michelle attributed the challenges she faced in her teaching position to a poor teacher training program and having to learn how to *do* special education in her first year on the job. She reported that she was able to pay close attention to each student because she was part of a co-teaching team (Michelle, semi-structured interview, March 11, 2013).

In Fall 2009, Michelle was hired by the Department of Special Education at UT Austin as a supervisor, her first experience in this role. At the beginning of the study, she

had been a supervisor for six semesters. This was also her final semester as a supervisor as she moved away from Austin after Summer 2012. She had attended the required supervisor training at the beginning of each semester, and reported that she learned a great deal from informal conversations with other supervisors. Michelle stated that much of her learning occurred from trial and error also, in figuring out how to record her observation notes, and determining which kinds of feedback would be useful to the student interns and student teachers.

Training in cultural competence. Michelle reported that the ACP program she completed did not include any training or content related to diversity, cultural competence or intercultural communication. During her doctoral studies and Principal Preparation program, she completed one diversity-focused course offered by the Special Education department (Cross-Cultural Interactions in Multicultural Special Education; SED 380). Two other courses in her program included diversity-related content; viz., Special Populations and the initial course of the Principalship Program both of which included a theme of social justice. In those classes, topics such as the challenges and barriers faced by students with disabilities, English Language Learners, immigrants, gifted and talented students, and students from low socioeconomic backgrounds were discussed. She reported that these courses

> Made me more aware of my own cultural competence and how I can explore ways in which to enrich my understanding. For example, at first I thought that being "colorblind" was an appropriate stance to take when talking about being culturally responsive… but now I know that that has absolutely nothing to do with appreciating and understanding one's culture… it is actually harmful because you ignore what is significant and meaningful to that person. Being culturally responsive means striving to reach a third space in which

> learning and understanding can occur. (Michelle, Background Information Survey)

On her self-assessment of cultural knowledge, Michelle rated her knowledge of cultural concepts predominantly at level 4 (Can explain it to someone else with examples from everyday life). She rated the following concepts at a level 3 (Can define it): four steps of cultural reciprocity, topic-centered and topic-associated language style, instructional scaffolding, and hidden curriculum. She rated other concepts at a level 5 (Can explain it to someone else with educational examples): intercultural communication, individualism-collectivism, stereotype, prejudice, institutional discrimination, English language learners, language dominance, bilingual education, multicultural education and funds of knowledge.

Michelle as supervisor. Michelle reported that she formed open relationships with her student teachers because she wanted them to feel that they could approach her for anything. She told them they could email, call, and send text messages whenever necessary. She wanted them to be able to vent, and also tell her about the positive experiences they were having in their placements. As a supervisor, she expected to see "improvement, learning and growth" on the part of her student teachers (Michelle, semi-structure interview, March 11, 2013). It was important to her to establish their baseline knowledge and skill sets at the beginning of the semester, and then to work on mutually established goals. During the supervision conferences, Michelle expected student teachers to lead the conversation more as the semester progressed. She wanted them to reflect on their observations and realizations, and reported that she would ask open-ended questions in order to encourage their comments. Michelle believes that the ability to self-

reflect is very important in the teaching process. Due to her principalship preparation, she was able to bring this perspective into her observations, and would tell student teachers that they would be observed and evaluated when they were qualified teachers too (Michelle, semi-structured interview, March 11, 2013).

In this semester, Michelle was assigned as a supervisor for two student teachers, Stephanie and Anna. She had served as Anna's supervisor in Anna's second semester in the professional development sequence (PDS), in a Functional Life Skills setting. She had been Stephanie's supervisor in three prior placements that Stephanie completed as part of the PDS (General Education, Functional Life Skills, and Preschool Program for Children with Disabilities (PPCD)). Thus, she knew both of her student teachers well and they began the student teaching semester with an established working relationship.

Stephanie

According to the demographic profile she completed, Stephanie identifies as Caucasian[1]; her mother is from Louisiana, and her father from Canada. She learned Spanish in high school and reported that she has advanced listening skills, intermediate speaking and reading skills, and beginner level writing skills in this language. She also reported being able to follow a conversation in American Sign Language fairly well. She grew up in a suburban neighborhood within a mostly middle-income Euro-American

[1] Terms used to describe racial/ethnic background vary across individuals. Consequently, throughout the chapter, I used the terms as used by the participant or in the original source documents, for example the Demographic Profile completed by the student teachers.

community. During college, Stephanie lived for some time in a mostly middle-income Asian, Indian and Euro-American neighborhood. She identifies her circle of friends as a mixture of Hispanic, Middle Eastern and Euro-American peoples. During her elementary and middle school years, her friends and teachers were mostly Euro-American. In high school, although her teachers remained mostly Euro-American, her friends reflected Asian, Hispanic and Euro-American racial/ethnic backgrounds. Stephanie reported that she had neutral experiences with the communities with which she had interacted occasionally (African American and American Indian) and positive interactions with members of those communities to which she had more regular exposure.

Stephanie as student teacher. Stephanie's student teaching placement was at a school with an enrollment of predominantly Hispanic students (85%), and some African-American (8%) and White (7%) students. In Stephanie's PPCD class of 15 students, seven were served in Special Education program, and eight students were peer models. One student was an English Language Learner (ELL).

For the lessons observed during her total teach, Stephanie taught students the life cycle of ladybugs, read a book and discussed posters of insects, and engaged her students in making a paper bag model of a cow.

In terms of cultural considerations for students from diverse communities, Stephanie noted the following in her lesson plans [emphasis added]:

- Various cultural considerations I want to think about during my lessons are *different response styles* student have. If I am expecting them to raise their hand to answer a question, or if I want everyone to say the answer at once, or if I want a specific student to answer, *I need to be explicit in what that means.*

- *I want my directions to be clear* so the students know exactly what I am expecting from them.
- For these particular lessons, *I want to take into consideration student's background knowledge with turn taking, with the subject matter* (animal classes), *and their response styles*.
- For Student G:
    - *I want to incorporate a lot of visual and gestural prompts when presenting him with a new task and/or activity.* Auditory processing is difficult for Student G, and he does best when presented with a concrete model or what the expectation of his is for completed work.
    - *Variations in sentence structure and grammar will be noted, but not always corrected.*
    - When presenting new concepts to Student G, *I want to make sure that the materials I am using are culturally relevant to his cultural background.* For example, if I use a picture of a house to teach about habitats, I will also want to incorporate a picture of a trailer home.

The latter three considerations for ELLs were noted in each lesson plan in which Student G was present for the lesson. Student G was an English language learner who, as Stephanie noted, lived in a trailer home. Stephanie emphasized giving clear directions and taking into account students' response styles as the predominant strategies she used to meet the needs of her diverse learners. In terms of considerations for ELLs, Stephanie placed emphasis on making sure that the materials she used in her teaching were familiar to Student G, as well as to provide visual and gestural prompts in her teaching.

Michelle's Supervisory Conferences with Stephanie

The three conferences held between Michelle and Stephanie during Michelle's total teach period ranged between 4m 24s and 5m 33s, for a total of 15m and 10 seconds. The three topics that emerged most frequently in their conversations, and which are

reflected in the excerpts below, were pedagogy (instructional strategies), students, and behavior management (see Figure 4.1).

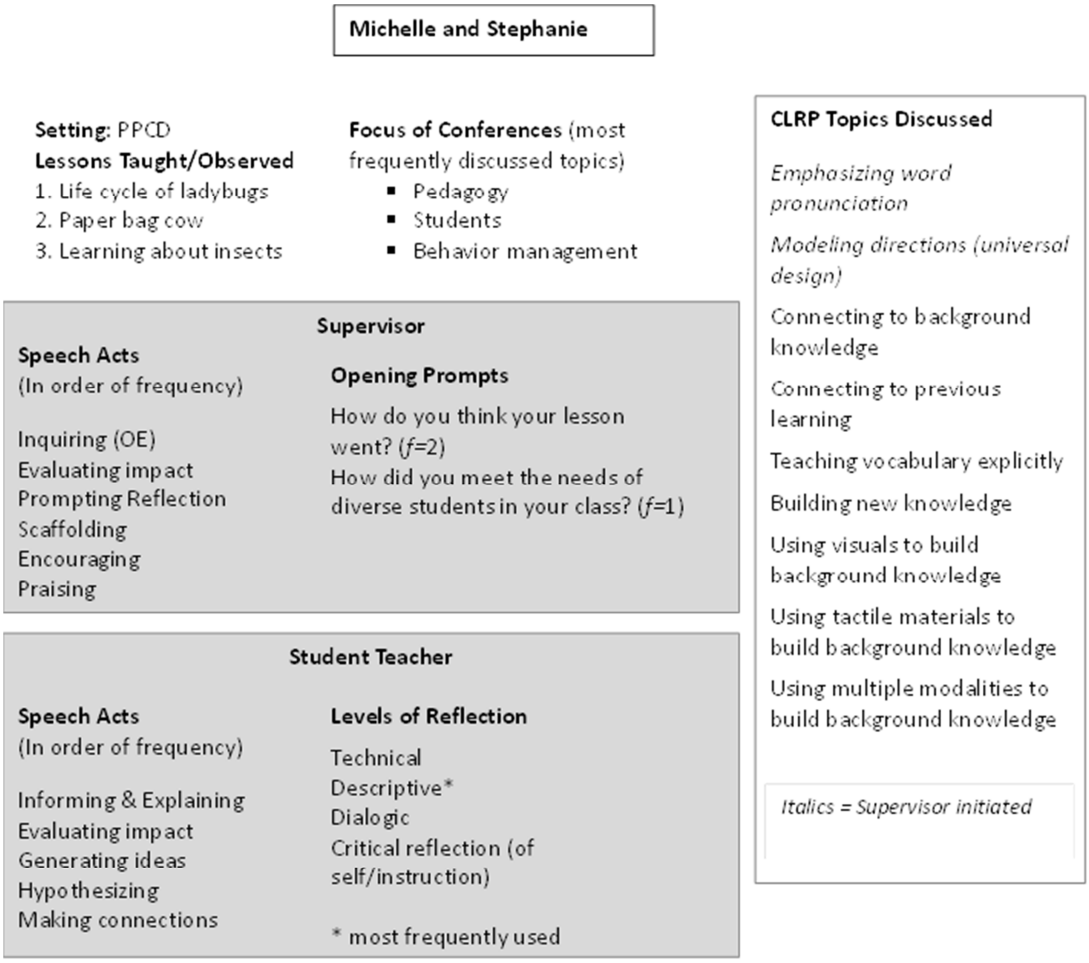

Figure 4.1: Key Features of Michelle's Conferences with Stephanie

In her conferences with Stephanie, Michelle asked questions (*inquiring*), prompted reflection about specific topics (*prompting reflection*), *praised, evaluated the impact* of Stephanie's instruction, and provided *scaffolding*. Michelle asked between two and four open-ended questions per conference and prompted reflection about specific topics in every conference. Open-ended questions included, "How do you think the

lesson went?" or "What is something you might do differently?" She used questions to prompt reflection, by asking about a very specific topic, such as "Can you explain a little bit about what you were thinking and what you did to kind of ease him to the table to work with the other student? (MS7T, lines 33-34). Michelle provided feedback to Stephanie, often through praise (e.g. "…you do a really nice job of explaining…your independent practice explicitly before they go off and do it themselves..." (MS6, lines 56-58)) and positively evaluating the impact of Stephanie's instruction on her students (e.g. "…something else I thought you did really well was you put emphasis on certain words and you made it fun…so they would say it…and they would repeat it…they learned the word…and that was one of the easiest words for them to recall (MS6T, lines 39-40, 44, 47-48). For the purpose of this study, I defined *evaluating impact –positive* as recognizing that the teaching strategy used has a positive impact on students and/or the lesson. In the following excerpt, Michelle provided scaffolding and a model for a behavior management strategy. For the purpose of this study, I use the term *scaffolding* to refer to the speech act used to teach or explain a new concept, or to extend a concept by thinking out loud in order to expose the student teacher to the supervisor's thought process. *Modeling* is the speech act used when supervisors provided student teachers with specific language to use with their students (Transcript conventions are listed in Appendix S).

> Michelle: Thinking about…behavior, I think that they were, I know a few times you had to say, "ok, let's wait and let's stop and think about this," you know, "I'm…going to wait for you guys to finish," and that definitely worked with them. They liked that. And so just thinking about…, you know, how many times you had to say that and you know, what are,

> you know, some, other things you can try or even, saying "Ok everyone this is your time to go to the restroom before we start the lesson." That way they're not getting up and going to the back and forth.
>
> (MS6T, lines 85-97)

Michelle employed scaffolding to engage Stephanie in thinking about the frequency with which she had to pause in her lesson, and prompted her to think about alternative strategies she might try, providing an example (model) of a strategy she could employ and its potential outcome.

She also scaffolded Stephanie's knowledge of universal design for learning, by extending her knowledge and understanding of universal design:

> Michelle: …again,…being very explicit about the independent practice I think was more about the universal design, like you might have felt that, you know some students might have needed that explicit directive, about how to do something, but it benefitted everybody. So I thought you definitely had some components of universal design in your, in your…lesson.
>
> (MS6T, lines 79-85)

As with other student teachers, Stephanie predominantly used the speech act *inform and explain* in her responses to Michelle. *Informing and explaining* is the speech act used to provide and elaborate on new information. Stephanie also used *evaluating impact – positive*, *generating ideas* and *hypothesizing* speech acts throughout her conferences. For example, she contributed to the dialogue by explaining how the teaching strategies she had used affected students or the lesson (e.g., "I felt like the kids were exposed to the terms…a lot, so I felt like they were really getting it (MS6T, lines 5-6;

evaluating impact - positive)). She often expressed her thoughts about alternative instructional strategies that might have been more beneficial to students:

> Stephanie: I think (pause), I think having my materials ready to go…
>
> Michelle: Yeah.
>
> Stephanie: …I think it was really key and really helped the lesson go really smooth. I had you know, the materials ready, and the students, you know. I think it would have gone faster had I already had bundles of eight popsicle sticks ready to go, and I could have just passed them all instead of counting out eight and passing, counting out eight and passing…
>
> (MS8T, lines 66-72)

In the above excerpt, Stephanie evaluated the impact of having her materials ready on the fluidity of her lesson, *generated an idea* that she could have bundled up eight popsicle sticks ahead of time, and *hypothesized* that this would make material distribution smoother.

Culturally responsive pedagogy. Discussions about culturally responsive pedagogy emerged in Michelle and Stephanie's conversations about instructional practices. Michelle initiated her conferences in one of two ways with Stephanie: she either asked an open-ended question (e.g., "Tell me how you think your lesson went?"; MS6T, MS7T), or asked her to explain how she met the needs of her students from diverse communities (MS8T). Even though Michelle's opening questions did not always reference cultural or linguistic diversity, Stephanie's responses consistently referenced the culturally and linguistically responsive practices (CLRPs) she had used in her lessons. Her responses conveyed her awareness and implementation of effective practices for all students, such as modeling, using multiple visuals and/or multiple modalities, connecting

to previous learning and/or background knowledge, explicit teaching and repetition of new vocabulary words. Many of the strategies mentioned in the conversation were also in Stephanie's lesson plans (e.g. For Student G, I want to *incorporate a lot of visual and gestural prompts* when presenting him with a new task and/or activity.) The conversation below highlights Stephanie's understanding:

> Michelle: How did you reach the students that may have been culturally or linguistically diverse in your class?
>
> Stephanie: I think a lot of it had to do with the multiple exposures and different contexts and, I think, like… during my read aloud, as I'm like introducing terms, pointing to 'em…
>
> Michelle: Mm-hmm.
>
> Stephanie: …as I'm introducing them, so I think incorporating you know those different types of visuals and…
>
> Michelle: Mm-hmm.
>
> Stephanie: …and different explanations for the new vocabulary terms I think was key in…
>
> Michelle: Mm-hmm.
>
> Stephanie: …honestly reaching all the kids but specifically CLD kids.
>
> (MS6T, lines 25 – 37)

Michelle always responded to Stephanie's comments about CLRPs with positive reinforcement through praise or by positively evaluating the impact of a strategy that Stephanie had mentioned. For example,

> Michelle: It's obvious that you've done a really nice job reviewing those vocabulary words and, you know, connecting their prior knowledge with, you know, the actual scientific term, so I thought that was really impressive.
>
> (MS8T, lines 32-35)

Reflection. Stephanie's talk included technical, descriptive and dialogic reflection (Refer to Table 2.3). When responding to Michelle's open-ended questions or prompts for reflection, Stephanie not only provided factual information (technical reflection) but consistently evaluated the impact of her instruction or behavior management strategy on students engagement or learning. This aligns with Hatton and Smith's (1995) descriptors for descriptive reflection, "giving reasons for actions taken" and "seeking what is seen as 'best practice'" (p. 45):

Michelle: What were some of the materials that you used…that you had on the table for them, ready to go?

Stephanie: We had, we're making a cow paper bag puppet, so basically, like, I already had all the materials cut out, ready to go.

Michelle: Mm-hmm.

Stephanie: It was just a lot of … re-cutting the…identifying the cow parts, and then gluing them on to the paper bag…, I had my model paper bag cow open…

Michelle: Mm-hmm.

Stephanie: …so they could see how it would work as a puppet…That got them really excited 'cause they… saw me moving it, and they were like "Oh cool!"

Michelle: (giggle). Yeah, that was one thing I really noticed, that you did a really nice job on, was having that model there with the students.

(MS7T, lines 11 – 23)

In the excerpt above, Stephanie engaged in descriptive reflection when she concluded that her model of the finished paper-bag puppet served to attract the students'

attention and interest. It seems she knew that having a model ready in advance was an effective practice, and through her reflection, concluded that it had the intended impact.

Hatton and Smith (1995) describe dialogic reflection as "stepping back and reflecting on exploring alternatives" (p. 45). Stephanie displayed dialogic reflection across all three conferences, in three ways: generating ideas for alternative activities (in one conference for the purpose of keeping students more engaged, and in another conference for the purpose of more effectively building background knowledge), weighing alternatives between instructional strategies, and thinking about alternative ways to manage and distribute materials in preparation for an activity (as presented above). In two instances, dialogic reflection was the result of Michelle's prompt to reflect about specific topics. The third instance came up spontaneously while Michelle was praising Stephanie's use of modeling:

Michelle: You talked about colors, you talked about how to cut things out, you brought live objects out. I thought you did a really nice job about that.

Stephanie: I think it would have been good…

Michelle: Mm-hmm?

Stephanie: …to give them… leaf templates to do…

Michelle: Mm-hmm.

Stephanie: …'cause that took up a lot of time, but at the same time, it was also kind of good practice, 'cause I feel like they always have tracing templates…

Michelle: Mm-hmm.

Stephanie: And so, I mean…

Michelle: No! I liked it. I liked that you let them create their own leaves, because even when you put them up, you'll just see how creative…

Stephanie: It's more individual, yeah.

Michelle: …Yeah! And you're letting them practice their fine motor skills.

Stephanie: Mm-hmm.

(MS6T, lines 56–70)

In the above excerpt, Stephanie described her perception that students drawing their own leaves may have taken too much time, and that it may have been more efficient to give them templates of leaves to trace. She deliberated between alternative strategies weighing the benefits and limitations of each.

In one instance, Stephanie displayed dialogic reflection about a CLRP topic, building background knowledge. This was in response to Michelle's open-ended question about what Stephanie would do differently with the lesson.

Stephanie: I think, …incorporating a couple more visuals…having…, even having plastic figures they could play with a little bit, …to kind of expand their knowledge base of…we're learning about cows… so I think incorporating more tactile like stuff…would have been good.

(MS7T, lines 69-78)

When asked what she might do differently in the lesson, Stephanie responded with ideas about using more visuals and tactile materials (plastic toy cows) into her lesson to support learning of new content. Ensuring that students have the prerequisite sociocultural and background knowledge is considered a culturally responsive practice (Hoover, Klinger, Baca & Patton, 2008). This is the only instance in Michelle and

Stephanie's dialogues where dialogic reflection intersects with a topic about culturally responsive pedagogy.

Critical reflection of self. In her review of literature on culturally responsive supervision, Jacobs (2006) identified critical reflection as an essential component of teaching for equity, and concluded that preservice teachers are typically able to reflect critically about their own disposition and practices before they are able to reflect critically on the injustices of school practices in relation to broader society. A teacher who critically reflects on self would ask the questions, "Who am l? What do I believe? Does who I am and what I believe have ramifications for the students I teach?" (Howard, 2003, p. 199).

In the excerpt immediately above (page 16), in response to Michelle's open-ended question "Is there anything else that you think you would do differently with the lesson?" (MS7T, lines 69-70), Stephanie suggests that she should have included more visuals and tactile materials to expand students' knowledge base about cows. By expressing that she should have built background knowledge more effectively, Stephanie is recognizing that her lesson could have been improved. This acknowledgement suggests that Stephanie is able to critically reflect on herself and her practices.

Michelle asked open-ended question, prompted reflection, and provided praise and scaffolding in her dialogues with Stephanie. In response, Stephanie provided and elaborated on information, evaluated the impact of teaching strategies, generated ideas for alternative activities and deliberated between different strategies. They engaged in conversations about culturally and linguistically responsive strategies for meeting the

needs of diverse learners. Stephanie demonstrated technical, descriptive and dialogic reflection, and revealed critical reflection of self.

Anna

Anna self-identifies as a Hispanic/Latina female who listens, speaks, reads and writes Spanish at an intermediate level. She grew up in an urban neighborhood with a mostly lower-income, Hispanic population. In her demographic profile, Anna reported that she lived in an urban neighborhood with mostly upper-income, Caucasian neighbors during her college years. She described her friends as mostly Hispanic throughout her life. Until college, the communities in which she grew up were also predominantly Hispanic. Anna reported that she had no exposure to Asian, Native American or Euro-American communities until she attended college, where she had frequent contact with Asian and Hispanic populations and rare contact with African-Americans, Native American and Euro-American people. She reported her experiences with all communities as neutral.

Anna as student teacher. Anna was placed as a student teacher in an elementary school with a predominantly Hispanic enrollment (90%), and some White (7%) and African-American (3%) students. Anna completed her student teaching assignment in a bilingual, Spanish-English resource room, teaching lessons in both languages. In the lessons observed by Michelle, Anna taught reading comprehension and facilitated partner-reading activities to build fluency. One of the reading comprehension lessons was conducted in Spanish.

Across three lesson plans with different groups of students, Anna listed the following in the Cultural Considerations section of her lesson plan for learners from diverse communities [emphasis added]:

- All students' primary language is Spanish. However, they receive services in English and Spanish.
- In order to activate students' prior knowledge of the words, *I will ask what they think the words mean before reading the definitions.* I feel that doing this will help prepare them when finding the stated definitions which will allow them to see whether their initial guesses of what the words meant were correct or not. Once I am sure that the students understand the vocabulary words**,** *I will ask the students to translate them into Spanish if they can in order to build on their memory of the words' meanings.* Their translations are not a part of my progress monitoring, but a tool I feel would be helpful. Should a student seek clarification in Spanish, I will do my best to accurately address any questions.
- *I will also invite any stories from the students' lives* that remind them of the stories we read about, encouraging them to attach meaning to them. I, too, will offer my stories whenever possible.
- I will also encourage students' different perspectives, or other stories they've heard or read on the topic we are covering, and offer any that I have heard or read.
- Lessons will be in Spanish, which is my students' first language. I will model making connections to the stories we read, and encourage students to make connections as well. I will also welcome students to share any stories they've read that are either similar or different to the ones we read, including, but not limited to, those with different endings or different characters.

Anna's predominant strategies for meeting needs of her students, as noted in her lesson plans, were encouraging diverse perspectives, teaching and emphasizing vocabulary in both Spanish and English, and to invite students to make connections between the content they were learning, and their background knowledge.

Michelle's Supervision Conferences with Anna

Michelle's three conferences with Anna ranged from 4m 08s to 5m 08s, for a total of 13m and 16 seconds. Their most frequent topics of conversation were students, pedagogy, and the relationship between Anna and her students, all of which are reflected in the excerpts below (see Figure 4.2).

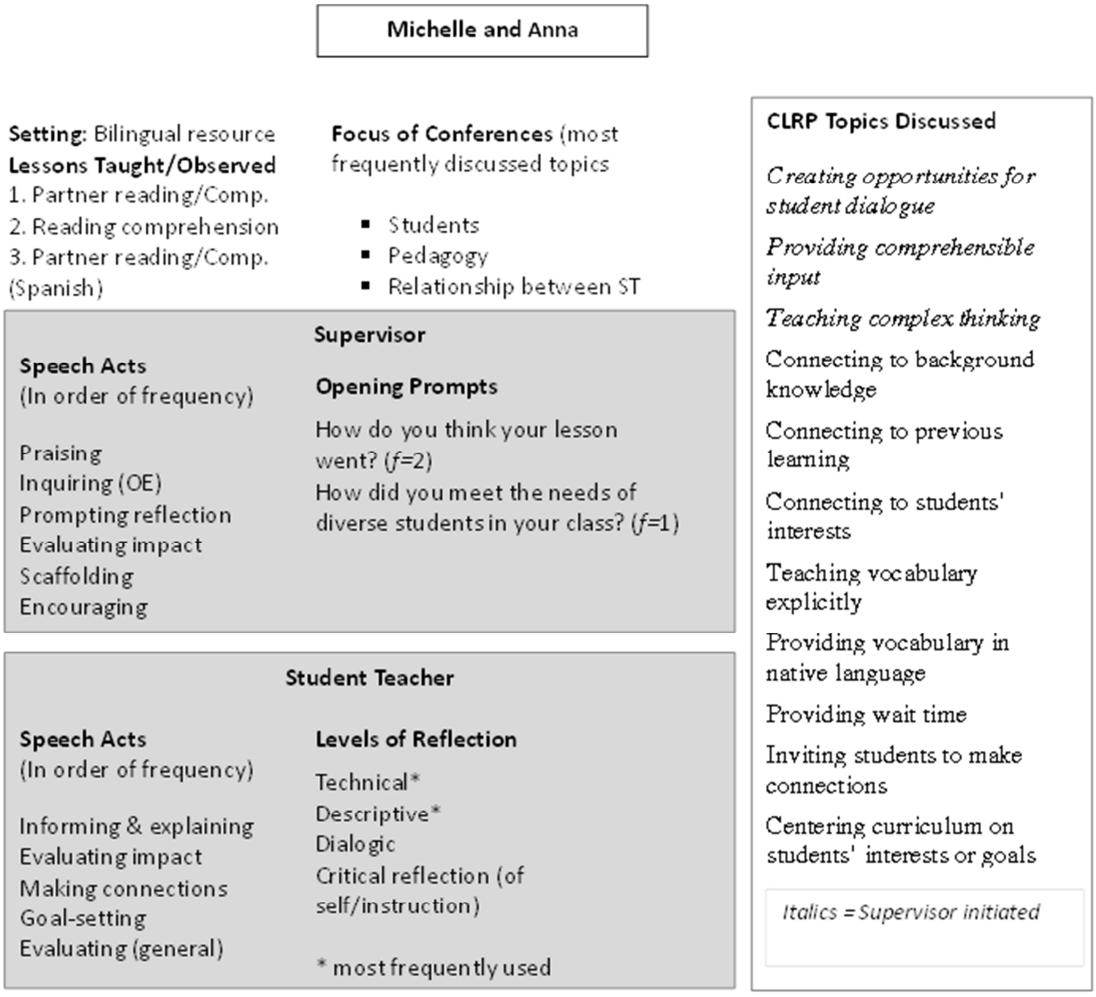

Figure 4.2: Key Features of Michelle's Conferences with Anna

Across the three conferences, Michelle asked open-ended questions (e.g. "…before the students come in, like what are you thinking about to help meet their needs?" (MA8T, lines 4-5)), prompted reflection about specific topics (e.g. How do you

feel that they're responding to your think-alouds and your modeling about how to answer questions (MA7T, lines 33-34)), praised and evaluated Anna's instruction (e.g. "I thought you did a really nice job with your thinking prompts" (MA6T, lines, 33-34)), and used scaffolding a few times in one conference, as illustrated below:

Michelle: You also incorporated something we talked about last time about having them write down, you know, kind of what you're doing on the board.

Anna: Mm-hmm.

Michelle: You're modeling you know how to write things…

Anna: Mm-hmm.

Michelle: …like your main idea and the supporting details and you're allowing them the opportunity to do so as well, so they're practicing writing it, so…

Anna: Yeah.

Michelle: That was great. …you give lots of positive reinforcement. I think that's pretty much adding to your rapport with them…

(MA6T, lines 69-79)

In the excerpt above, Michelle described and extended Anna's understanding about the multiple positive benefits of the use of her modeling strategy, in that it created the opportunity for students to learn and practice how to answer reading comprehension questions.

As with other student teachers, Anna's talk was predominantly to inform and explain. She also evaluated the impact of her own teaching at times, and made connections a few times. Anna typically evaluated the impact of her teaching following Michelle's prompts to reflect about a given teaching strategy:

Michelle: How do you feel that they're responding to your think-alouds and your modeling about how to answer questions?

Anna: …with their responding, I notice that a lot of times they'll follow the same steps that…, that that I'm. (giggle) They're following the same steps that I'm doing and I, often, I mean, just as a formal scaffold, 'cause even, even though I might not need the strategy I'll model it (inaudible) and then going back, I'll see them doing the same things.

Michelle: Mm-hmm.

Anna: And a lot of times, after, their scores are even higher so I'm noticing that it's, it's working, and it's good for them.

(MA8, lines 33-41)

In the excerpt above, following Michelle's specific prompt to reflect on the impact of her think-alouds and modeling, Anna demonstrated that she recognized not only that the students were using the same strategy but also that the strategy had a positive outcome on the students' scores.

Anna also made connections following Stephanie's prompts to reflect about specific topics. I defined the speech act of *making connections* as the act of recognizing and verbalizing the interrelationships between two or more constructs:

Stephanie: How do they feel when you start …, you know, when you bring in that background knowledge, what, what do you notice about their learning?

… (interrupted by another speaker)

Anna: I'm noticing that they're more engaged. They're more excited about the lesson, more able, or not able but… motivated to give responses because you know, when it's applying to background knowledge and connections it's…I guess no answer is wrong…

Michelle: Mm-hmm.

Anna: …And so they know that they're whatever they say is going to be valid.

Michelle: Mm-hmm.

Anna: …And…, it'll just only help the lesson.

(MA8T, lines 19-32)

In the above excerpt, Anna demonstrates her recognition that drawing on students' background knowledge within a lesson results in students being more engaged, excited, and motivated, and that those reactions, in turn, generally resulted in a more effective lesson.

Culturally and linguistically responsive pedagogy. Michelle opened two of the three conferences by asking Anna how she met the needs of her students from diverse communities (MA7T, MA8T). Anna responded by describing several strategies she used in her lessons: reviewing vocabulary, modeling making connections to text, creating word problems that reflected student interests, providing vocabulary in Spanish, and teaching correct pronunciation of an English word. Many of the strategies she described were aligned with those noted in her lesson plans. In one conversation, even when Michelle used the more open-ended question, "Can you tell me how you think that lesson went, and is there something you'd do the same or differently?" (MA6T), Anna also responded by providing information about a strategy she perceived as culturally and linguistically responsive, also noted in her lesson plans:

Anna: Ok, …I think this lesson went well. I… I started it by… you know kind of sharing my predictions, and …, my knowledge of what I know about the topic, and …, I invited students to (share? inaudible) with their stories and make

> connections, and…, I …, always responded positively, and no answer was wrong,…
>
> (MA6T, lines 5-10)

Anna mentioned two other CLRP strategies she used in her lessons; viz., providing wait time between questions and answers (I started like "let's think" and I'll put like a thinking gesture and so I'll do it...and sometimes I'll even give them one minute, I'm like "ok, look for the answers" and they'll all get excited…I've noticed that works a lot (MA6, lines 60-61, 63-64, 66, 68), and modeling a think-aloud of how to find answers in a text (I guess it's habit now to just think aloud when I do it…so I'm noticing the more I do my think alouds, the easier…they're able to respond" (MS6, lines 82-83, 85-86), although both these strategies were not mentioned in her lesson plans.

In a reading comprehension lesson about ecosystems and habitats that was taught in English, Anna stated that she used three strategies she considered linguistically responsive: she reviewed vocabulary, provided a Spanish translation of an English word and corrected a student's pronunciation of an English word. Michelle pointed out that Anna also used simple, age-appropriate language when explaining the concept of ecosystems to the students.

Michelle noted one other CLRP strategy in her reinforcement and descriptions of Anna's teaching: she praised Anna for creating opportunities for student dialogue by inviting student participation around vocabulary and concepts ("…you asked them what they knew about the vocabulary words, and…tell me in your own words what environment is, and then you did the same thing with habitat and then the ecosystems" (MA7T, lines 26-28). Although Michelle did not refer to this explicitly as culturally

responsive strategies she acknowledged that this was an effective strategy for Anna's students.

Relationships with students as a conduit for providing CLRP. One of the topics most discussed by this S-ST pair was that of the relationship between Anna and her students. Analysis of the conferences also revealed that Anna's most frequently used CLRP strategies were connecting to students' background knowledge and student interests. In each conference, Michelle noted how excited the students seemed to be when coming in to the classroom to work with Anna, and how it was evident that she had established rapport with them. In one conference she prompted Anna to reflect on this process:

Michelle: I noticed that your students are always very engaged and they're really excited about being in your group…

Anna: Mm-hmm.

Michelle: …and working with you, and so tell me a little about how you've been building rapport with these guys?

Anna: …well, …, one way I've built rapport with them, I guess, is just again, that I'm just always positive with them, I'm never negative and …, you know, I try, even when I redirect them, I do so in a nice way and I, and then I'll compliment them and stuff once they're doing the expected behavior, and even during the halls, we'll like chit-chat, and I ask them what they are doing this weekend…

Michelle: Mm-hmm.

Anna: …yeah and we'll share like things they're doing or even, we'll talk to me about music and stuff like that, so yeah,…

Michelle: Great!

Anna: I try to build a relationship with them.

Michelle: Yeah. You can definitely tell that you have a great rapport with these guys, 'cause they are very excited about reading when they come here (giggle).

(MA6T, lines 15 – 31)

It seems that Anna's focus on her relationship with students created opportunities for her to become familiar with their life experiences; she could then draw on her knowledge of students during instruction to make her lessons more meaningful; as noted by Hollins (2008), "some degree of continuity between experiential background and school learning is more than helpful" (p. 60). Although Anna never explicitly stated the importance of this, it is evident that her relationships with students are an important dynamic of her teaching. In fact, in their final conference, when Michelle asked Anna about what she would work on in her future lessons, Anna responded:

Anna: …, future lessons. Well, I guess, …I guess I can build on, just I can always get better at incorporating, and making connections and using things that are valid for them, …, their …, things that interest them. And I think, being able to incorporate things that would be important for them, whereas what I was doing mostly, was just taking you know the stories and stuff…

Michelle: Mm-hmm.

Anna: …and building ways to connect to that.

Michelle: Mm-hmm.

Anna: But I would like to be able to have them be a little bit more dominant and tell me like things they're interested in and what we should learn…

Michelle: Mm-hmm.

Anna: …and I'll base my instruction on what they, you know…

Michelle: Mm-hmm…

Anna: And just build that around their goals, kind of (inaudible)

Michelle: I think that's a good goal!

(MA8T, lines 58-72)

In this excerpt, Anna noted that she tied academic content to students' interests, but that her bigger goal was for students to have voice in what they learn, so she could build her teaching around their learning goals. Anna's goals are indicative of the ideological stance and instructional approaches held by a Type III teacher in Hollins (2008) framework. Hollins describes a Type III teacher as one who has a social justice orientation to pedagogy, who would use school as a site for empowering students to practice self-determinism. Additionally, Type III teachers practice personalization of instruction to "build on and extend what students learn outside of schools in their homes and communities" (p. 12). In the above excerpt, Anna has identified a gap in her own practice and stated the goals which she aspires to in her own development as a teacher.

Reflection. In Michelle and Anna's conversations, Anna's reflection shifts between technical and descriptive. She sometimes provides information, reporting events or activities factually; simply telling what happened (technical). At other times, she supports her actions or decision with reasons based on personal judgment. For example, when describing her use of wait time, Anna commented, "I've noticed that works a lot" (MA6T, line 68), suggesting that she has continued to use these strategies based on her judgment of their effectiveness. Anna displays dialogic reflection in only one episode across the three transcripts. In the conversation cited and described above about Anna's future goals (pp. 137-138), she indicated a desire to create a student-centered curriculum

in addition to the prescribed curriculum. She sees this as a valuable supplement to her current practice which is to tie the predefined curriculum topics to students' interest and background knowledge, and as a worthy goal for her self-development as a teacher. Michelle shared her opinion that this was a good goal for Anna to set, and the conversation ended shortly thereafter.

Critical reflection of self. In Anna's case, the only instance in which she demonstrated dialogic reflection was during the discussion about culturally responsive pedagogy as related to her goal of creating a student-centered curriculum. This discussion, prompted by Michelle's inquiry about future goals, also suggests that Anna is able to be critical of herself and her practices.

Michelle engaged Anna in supervisory conversations by asking open-ended questions, prompting reflection about specific topics, praising and evaluating Anna's teaching and in one instance, by providing scaffolding. Anna responded predominantly by providing and elaborating information. She also evaluated the impact of her own teaching and made connections between certain practices and their effectiveness. Michelle created opportunities for Anna to discuss culturally responsive pedagogy by asking how she met the needs of her diverse learners; however, Anna tended to share her use of CLRP even in response to Michelle's open-ended questions. Anna demonstrated predominantly descriptive reflection in her comments about CLRP. She demonstrated dialogic reflection when asked about future lessons: in stating that her future goal was to teach based on a student-centered curriculum, Anna indicated her recognition and desire to explore an alternative, while simultaneously acknowledging a perceived shortcoming of her current teaching.

In the following section I highlight similarities and differences in Michelle's characteristics of supervision across her two student teachers.

Characteristics of Michelle's Supervision

Although Michelle asked Stephanie a few more questions than she asked Anna across their respective conferences, Michelle and Stephanie's conferences were characterized by predominantly inquiring and prompting reflection. On the other hand, Michelle's conferences with Anna were also characterized by praise and positive evaluation. Interestingly, when Michelle praised Anna, the praise was more general, (e.g. "...you did a really good job…with wait time…with this lesson (MA6T, lines 54-55)), and evaluative of student behavior (e.g. "…and you can tell, …when they're in the classroom with you, they're ready to learn" (MA8T, lines 63-64)). When Michelle praised Stephanie, the evaluating impact statements connected a strategy that Stephanie used to a student outcome (e.g. …that was one thing I really noticed that you did a really nice job on was having that model there with the students…so that was very evident, so they kind of were able to see like, the end product, and kind of just see….what you were expecting from them (MS7T, lines 22-23, 25-26, 28). Michelle provided encouraging, reassuring, and scaffolding to both student teachers. She gave Stephanie one suggestion for behavior management, and did not give Anna any suggestions.

Michelles's contributions to student teachers' knowledge of CLRP. In two of her conferences with each student teacher, Michelle asked them explicitly how they met the needs of their diverse learners. Each time she did this, both student teachers responded with strategies they considered culturally and/or linguistically responsive (e.g.

pre-teaching vocabulary, connecting to background knowledge, inviting students to make connections to the story). By asking these questions, Michelle created the space in which student teachers could express their knowledge about CLRP. These questions also generated descriptive levels of reflection from both student teachers as they described what they considered as best practices for these learners.

In addition, Michelle brought up two strategies that could be considered culturally responsive instructional practices in one of her conferences with Stephanie (emphasizing word pronunciation, modeling directions (universal design)). In one conference with Anna, she also brought up a strategy that could be viewed as CLRP (creating opportunities for student dialogue). In neither case did Michelle explicitly name these specifically as CLRP practices, thus it is difficult to interpret whether she considered or intended them as such.

Missy: Supervision as Behavior Specialist

Missy was a doctoral student in the Learning Disabilities/Behavior Disorders program at UT Austin. She identifies as a first-generation American of Portuguese descent. Her maternal grandparents immigrated to Rhode Island when Missy's mother was 11 years old. As a child, Missy spent many of her summers in Portugal. She reported that her connection to Portugal is still very strong as she has family and property there. Because her grandparents are still in Portugal, she and her children visit fairly often.

As a child in Rhode Island, Missy grew up in a largely Portuguese community, attending Portuguese feasts in town, as well as other community events. However, the

Portuguese community was not always treated well in Rhode Island, and was often known by the term 'greenhorns.' She shared that her mother had stones thrown at her as a child. Missy was raised in a dual-language household until the age of eight, when her mother remarried. She still understands Portuguese, which is the only language spoken by her maternal grandmother. She said that, during conversations, her grandmother speaks in Portuguese, and she replies in English.

Professional background. Professionally, Missy began teaching in a private Catholic school, where her students were predominantly White. However, the student body represented diverse religious and socio-economic backgrounds. In her fourth year of teaching, Missy was also working on her second Master's degree on her Special Education certification. She continued to teach at the same school, and reported that at this time, the student body at the school had become more diverse, in terms of race and ethnicity, in addition to the religious and socio-economic diversity that previously existed. Missy also reported that over one summer, she taught in an alternative placement setting for students who were in an extended school year. Students in this setting represented many ethnic communities, and Missy recalled teaching a student from the Republic of the Congo.

Missy reported that one of the most challenging situations she experienced in this school concerned the education of an African-American student in her classroom whose grandfather (his primary caretaker) declared that his grandson was in Special Education because of his race. One morning, the grandfather stormed into the classroom, blocked the doorway, and yelled at Missy in front of the three or four students who were already

in the room. He seemed very irate about an assignment that his grandson had been given as homework. Missy had to press the buzzer in her room to call for help. After a three-way meeting between the principal, the grandfather and Missy, Missy continued to have conversations with the grandfather, for a total of 15 hours over the course of three weeks. She spent much of that time listening to what the grandfather had to say. She reported that the grandfather assumed that he had been placed in special education himself as a child because of his race, and he was fearful that the same predicament had befallen his grandson. Missy reported that she would never have considered race/ethnicity as a basis for special education referral. After talking to the grandfather, she was able to understand why he was angry. She noted that it took a great deal of time and sensitivity to discuss her academic concerns about his grandson. She explained to the grandfather that she was teaching his grandson, not his race, or culture, or ethnicity. She explained her own background to this grandfather, sharing the anecdote about how her mother had stones thrown at her because she was Portuguese. She then expressed the concerns that she was seeing in the classroom and gradually, the grandfather realized that she had a genuine interest in the well-being of his grandson.

Missy reported that, initially, she took the time to work with the grandfather because she knew that she was responsible for her student's education, and that he would be in her classroom for several hours every day. She wanted to make sure that there was a good relationship between home and school. She said this experience really drove home the need to sit and talk with families, because, "unless we listen to them, we really don't know where they are coming from" (Missy, semi-structured interview, March 12, 2013).

> All I can say is he got pissed off one day, until I stopped to listen to him. And it had to be in a way which we all felt comfortable doing it. And it was on his terms at that point, so I just sat back and listened. It was important to find a way to make the time, important for me, and important for that student. (Missy, semi-structured interview, March 12, 2013)

Training in cultural competence. In terms of preparation regarding cultural considerations in education, Missy attended several courses as part of her Master's program, including *Research in Learning and Development, Multicultural Children's Literature,* and *Involvement of Parents and Families who have Children with Disabilities.* She also reported that Bronfenbrenner's (1979) ecological systems theory had a profound impact on her teaching philosophy. Personal interest in the influence of culture in education led her to read authors including Paolo Freire, Jonathan Kozol and Marilyn Cochran-Smith, to answer questions that had not been addressed through her education coursework.

> Knowing how my own culture has shaped and molded me, and a lot of the difficult decisions that I've made, because I'm aware of its impact on me, I would be really naïve to think that it didn't impact others the same way or at least some way…[culture] impacts us at so many different levels, from the simplest to most challenging decisions. (Missy, semi-structured interview, March 12, 2013)

In her second semester at UT, Missy had not yet attended any classes related to diversity. At the beginning of the semester in which this study was conducted, during the supervisor training session, Missy completed the self-assessment of terms, rating her knowledge of every concept at a level 5 (Can explain it to someone else with educational examples). The only exception to this was the concept 'polychronic orientation to time,' which she rated a 4 (Can explain it to someone else with examples from everyday life).

Missy as supervisor. This semester was Missy's second semester as a university supervisor. Her training for this position consisted of the department's supervisor orientation in Fall 2011. Missy was the university supervisor for two student teachers. However, only one student teacher, Clara, completed the required coursework and student teaching that semester. Missy reported in her interview that she established open communication with her student teachers as well as student interns by giving them her email address and phone number, and telling them that they could call anytime. She expected that her student teachers would contact her if they had any questions, needed advice with their lesson planning, or if they had any concerns about their placements. She wanted to be a resource for all her mentees. She expected that her student teachers would demonstrate readiness to have their own classrooms. During her observations she expected to see anticipatory sets and closures, connections to previous and future learning, smooth transitions, and fluidity in the classroom as opposed to isolated teaching moments. She anticipated observing a teacher who could address different types of behavior in the classroom, using a strategy they had learned through their coursework, or seen used by their cooperating teacher.

Missy reported that she used open-ended questions and gave suggestions during her supervisory conferences. She expected that over time, her student teachers would take more responsibility in leading the conversation. She shared that she began to develop a repertoire of questions that she would always ask, such as, "How do you think your lesson went?", "What would you have done differently?", or, "What didn't go as you anticipated?" She reflected that she wanted her student teachers to internalize these

questions so that they would ask themselves those questions even when Missy was not observing them, which is why she asked the same questions after each observation: If student teachers became used to those questions, it would be easy to incorporate them into their practice every day, after every lesson. (Missy, semi-structured interview, March 12, 2013)

Although Missy had a different role when completing the interview, she reported that she enjoyed supervising as it kept her connected to schools, students and teaching. She is particularly interested in the link between program coursework and field experiences, especially in the gaps between teacher education research and practice.

Clara

Clara identifies as a Hispanic female, who grew up in a middle and lower income rural neighborhood with a predominantly Hispanic population. In her demographic profile, she reported that, until going to college, she had always socialized and attended school with mostly Hispanic friends. She rarely had contact with Asian American, African American, or American Indian communities through her school career, and only occasional contact with Euro-American peers. Although she attended college with ethnically diverse students, her circle of friends remained Hispanic. Clara reported her experiences with the diverse communities at college as mostly neutral or positive.

Clara as student teacher. Clara was a student teacher in a pre-school program for children with disabilities (PPCD) classroom, in a school that consisted of mostly Hispanic (45%) students, with some White (21%), African American (19%), Asian (11%) and bi-racial (5%) students. In the lessons observed by Missy, Clara taught a lesson on

recognizing street signposts, facilitated an activity in which students had to determine whether objects were heavy or light, and read a storybook aloud.

In her planning for these lessons, Clara listed a few strategies that she would use to address the needs of her culturally and linguistically diverse learners, as follows [emphasis added]:

- When monitoring participation and behavior I will make sure to take into *account cultural norms for interaction and communication.* I understand that some cultures have different ways of dialogue such as having an open dialogue and being very expressive. *When students (J&AK) are talking during the activity I will take into consideration if they are doing so out of cultural norms and check if their conversation is on topic.*
- When participating in cooking activities, *I will think and be aware of the way different cultures and families interact at the dinner table and norms.* Different cultures interact differently at food gatherings so I will be aware of this during our activities where food is involved.
- *Prior knowledge will be activated* by discussing rhyming words and reviewing a few rhyming words.
- Student will physically draw out the letter P with body and finger motions in the air.

Missy's Supervision Conferences with Clara

Missy and Clara's supervision conferences during her three weeks of total teach ranged from 6m 20s to 15m 17s, for a total of 35m and 34 seconds. Their conversations most frequently focused on behavior, classroom management, and students (see Figure 4.3). They were the only S-ST pair who discussed assessment/progress monitoring strategies; conversation episodes around this topic were initiated by Missy.

Missy's conversations with Clara were characterized by inquiry (open-ended and closed questions), prompting reflection, and making suggestions. To a lesser degree, she also encouraged, praised and evaluated Clara's teaching.

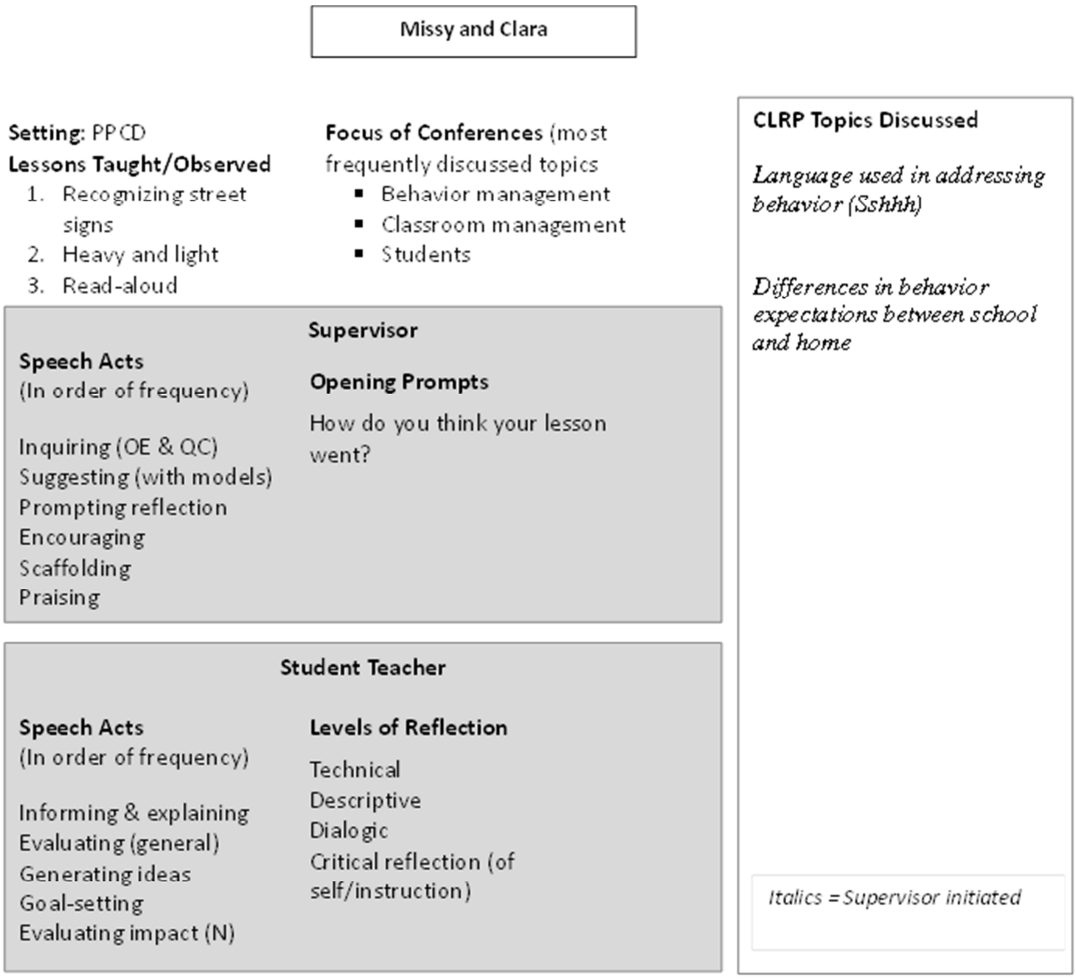

Figure 4.3: Key Features of Missy's Conferences with Clara

Missy was the only supervisor who emphasized or explicitly highlighted the importance of certain strategies. (e.g., "…I think it's important – we mentioned addressing the behavior at the onset, and I think it's especially important because they're coming in right after…a movement kind of activity…" (MC7T, lines 107-109, 111)). In another conference, Missy highlighted the importance of documenting a student's behavior ("…Maybe it's a matter of working some kind of a behavior system with

her…in the meantime, document. Documentation is…really important) (MC7T, lines 230, 231).

Across the three conferences, Missy asked many questions and prompted reflection several times about specific teaching, behavior management, classroom management and progress monitoring strategies. It seemed as though Missy asked similar questions a few times in order to probe Clara's thinking about a topic. She had to prompt reflection about specific topics or asked closed questions in order to guide Clara's thinking. For example, the following conversation followed a lesson in which Clara's students had participated in an activity where they were passing around various objects, and had to determine whether the objects were heavy or light.

Missy: …I have…a question (pause). With student responses. How do you…What are your expectations for student response? I know that they were passing the objects around and they were feeling them. They were talking one on one to students, but when you address the group, …

Clara: Mm-hmm.

Missy: What are your expectations?

Clara: They wanted to be more…I wanted them individually for them to say this is what it was, and then I want them to be able to like ok so together to say, this is heavy or light, and then we were putting it in a pile, with them saying so this one in the heavy and this one in the light. So basically that's what I wanted from them. So just get that idea…, this is heavy, this is light, and I had them individually go through them and say… figure out if this is heavy or light

Missy: Mm-hmm. And then when it came back to you and you had the object again, and you asked the group "is this heavy or is this light, which group are we going to put it in, do I put it in the heavy pile or the light pile," (pause) …, what were

your expectations for response, like how did you get them to…

Clara: Oh, …, I wanted them to say back…what they would choose if we were agreeing on. Basically…this is what it is.

Missy: Sure.

Clara: …and then this is where we were going to put it, so…

Missy: Do you think you were able to hear each student's response?

Clara: Probably…not. But that's why we went through it and we did the individuals. So I knew that at least they were getting that, if I wasn't fully able to hear the group's response.

Missy: Do you think there's a way that you could maybe have them respond differently, so that you could get a gauge of whether or not they were still picking or putting it in the right slot?

(MC7T, lines 56-82)

Missy began this conversation episode by asking an open-ended question about Clara's expectations for student response. It seems that, because she was not satisfied with Clara's answer, Missy described the activity she observed, and reiterated the question. She then followed with a question about whether Clara could hear each student's response (prompting reflection), and then one more closed question specifically about other ways in which Clara could have distinguished between students' responses. This narrowing of questioning occurred in all three conferences with Clara.

Missy used praising and evaluating sporadically across the three conferences (e.g., There was definitely a lot of student engagement. Some of them were able to make personal connections to…things you were reading….which was real nice (MC6T, lines 29-30, 32, 35)); she also directly pointed out a shortcoming in Clara's lessons once, using

an ‘evaluating impact - negative statement (“…therefore the kids didn’t have an opportunity to ask any questions and things like that,” (MC8T, lines 30-31)). Missy provided several suggestions, a few of which incorporated models of the language that Clara could use in her lessons, e.g.:

> Missy: …and just reinforce that positive behavior and say, “I really appreciate that you’re raising your hand but I’m going to call on so-and-so who’s raising their hand quietly, and even though you know we all have really good ideas and things we wanna share, sometimes we don’t have time to hear them all so what you could do is take it in out of your head and put it in your mind and save it for later and we can have a time to share.”
>
> (MC6T, lines 221-226)

Sometimes Missy would frame suggestions as questions, such as, “Do you think it would help them, to be really explicit with …[instructions]” (MC7T, line 39). She also provided Clara with scaffolding. For example, following her negative evaluation statement about not giving student opportunities to answer questions, Missy continued as follows:

> Missy: Then going back to telling the students that they would have an opportunity to answer the questions, or ask the questions later, I think if you’re gonna tell them that, you really have to…
>
> Clara: Yeah.
>
> Missy: …give them that opportunity, and you also have to remember that these are little kids…
>
> Clara: Yeah.
>
> Missy: …they’re 3 and 4, and for them to have to hold their question in their head, by the time they get to the end, they’re not, chances are they are not going to remember what it was they had to ask you…and so really just trying

> to find that balance of maybe having them ask the questions instead of you asking so many guided questions.
>
> (MC8T, lines 59-67)

In the above excerpt, Missy provides some guidance to Clara about the developmental capabilities of young students, proving her with information she may or may not have known, perhaps teaching her something new (scaffolding).

It appeared that Clara struggled with behavior management, and managing activities; she was open about the fact that ineffective behavior management affected the outcomes of the lesson and during one conference established setting behavior expectations as one of her goals (MC7T). Clara generated some ideas across the conferences, for behavior management, for using alternative materials and visual supports to make the activities more accessible for students, and some to adapt activities so that she could monitor progress more effectively. The excerpt below follows Clara's realization that some of her students had difficulty with the materials when they were creating stop signs:

> Missy: Can you think about it?… taking a couple of minutes just thinking about how you could have changed the materials to fit a little bit more maybe with the abilities of the kids or…
>
> Clara: Probably, the letters too, maybe…had some cut outs maybe. At the end it'll be like ok, we'll just have them trace it you know, and practice that. …maybe the letters, maybe all ready, to just glue on the stick, just 'cause that was a little bit too [hard]…
>
> (MC6, lines 57 – 62)

In the excerpt above, following Missy's prompt to think about how she may have adapted the materials for the activity, Clara suggested that she could have prepared ready-made letters that may have been easier for the students to manipulate.

Clara also set some goals during the conferences with Missy. Some of these goals resulted from conversations in which she recognized that she had not carried out a strategy effectively, or had omitted an essential component of the lesson (e.g. setting behavior expectations, closure). She also established goals specifically when prompted to do so by Missy (e.g. "Do you want to set any goals or is there anything in particular that you want me to focus on?" (MC6T, lines 242-243).

Clara was the only student teacher who specifically asked for a suggestion; there was a particular student in one of her groups whose behavior she had difficulty managing, and so asked Missy's advice ("With my group with the read aloud, …now it's become, "I raised my hand"…and she does it a lot, and I just don't know when to answer, or when I should tell her…"hold on," or how to direct it, redirect her…(MC6T, lines 201-202, 204-206)).

Culturally responsive behavior management. Two conversations topics across the three transcripts were coded as culturally responsive; both were initiated by Missy. The references to cultural responsiveness did not relate directly to academic instruction but rather, to behavior management. In one episode, Missy advised Clara against using language such as "Sshhh" to direct students to be quiet, because, "Ssshhhing someone may be offensive to some people" (MC8T, lines 88-89), and provided additional information about this through scaffolding. In the second episode, Missy followed up on

a conversation from a previous observation, about a student who constantly took her shoes off in the classroom. This was initially regarded as defiant behavior, but was later recognized as a behavioral expectation in the student's home. Identifying and explaining differences between students' repertoires of practice from home and those stipulated by the school context, allows teachers to create opportunities for students to acquire school repertoires, and would be considered culturally responsive pedagogy (Pugach & Seidl, 2009).

In Missy and Clara's conversations, there is a notable lack of discussions about culturally responsive instructional practices, apart from those associated with behavior management. Clara does not mention any of the strategies mentioned in her CLD considerations sections of her lesson plans. However, given Clara's struggle with students' challenging behaviors, it is not surprising that behavior management was the focus of many of their conversations.

Reflection. Clara displayed three levels of reflection in each supervision conference: technical, descriptive and dialogic. She tended to provide a technical report of events when responding to open-ended questions. The excerpt below is Clara's response to Missy's question about how the lesson went and refers to the group activity in which students were asked to determine whether objects were heavy or light:

> Clara: It went ok. I think it could have been better. The, I think they were really still just excited from being outside and being energetic still from that, but overall I think they got the concepts and understood the difference between light and heavy. …, they were able to determine you know which one they felt, they would just verbally say it. So I think overall in that aspect it went well.

Missy: …were there any particular things you think went extremely well?

Clara: Um,…

Missy: Or that kind of stand out in your mind?

Clara: I think they were able to …, get that like concept like this is heavy and this is light, and give me examples. And they were able to contribute and say like "Oh this is heavy, and this is light." I think they really got that so I think that went well.

(MC7T, lines 2 – 12)

Clara responded with broad judgments about the lesson in general (evaluating), but then continued by reporting technically on students' performance, "without attempting to provide reasons or justifications" (Hatton & Smith, 1995, p. 45).

However, when prompted to reflect on specific topics, Clara often transitioned to a different reflective level. The excerpt below continues from the conversation above:

Missy: … anything that you think didn't go as well as you would have liked?

Clara: I think…when they were handling it. I think some of them started getting silly with it, and like wanting to toss it up and then feeding off of each other and then going off from there. So then S started you know, getting a little bit out of hand. And so I think holding the items…that probably went a little bit off.

Missy: Is…do you think there is a way you could address that before it happens? Or…

Clara: Probably I could have had like, [said] "we're going to go through this" and then, [stated] those behaviors and said, you know, "when we get it, then we need to hold it and then pass it on you know, go on to the next person. We're not going to toss it up and stuff like that." So probably, I would address that right before. I think that would have helped.

(MA7T, lines 15-27)

In her first response to an open-ended question, Clara is evaluating the students' behavior, and reporting this information to Missy (technical reflection). She did not link the students' inappropriate behavior to her failure to provide instructions on how to handle the objects. However, when prompted to think specifically about how she might prevent inappropriate behavior, Clara began to think aloud about some strategies she could have used or might use in the future (dialogic reflection). She concluded by acknowledging that she did not do this in her lesson (evaluating impact -negative), and by hypothesizing that it would have been an effective strategy to use.

Clara also demonstrated descriptive reflection through the speech act of goal-setting, which I defined as indicating the intention to use a strategy perceived as resulting in better outcomes on objectives such as student participation, engagement, or behavior and improved academic outcomes. In my analysis, I discovered that the speech act of goal-setting was sometimes the result of descriptive reflection, described by Hatton and Smith as "providing reasons for actions and looking for "best practices" based on personal judgment, based on analyzing areas for growth and development. Understanding that alternative reasons/perspectives exist" (p. 45). When student teachers identified best practices, they sometimes expressed the desire to adopt that practice. In the excerpt below, Clara sets two goals, based on Missy's prompt to do so. These goals are direct outcomes of conversation episodes in the preceding conversation:

Missy: For next time, is there anything in particular you want me to focus on?

Clara: The behavior.

Missy: Ok.

Clara: Just going through the beginning, showing those kinds of behaviors before and what I'm expecting…, and then... I would say the response. I like that idea [of] giving some kind of a response card if we do some sort of lesson like this…I'm trying to think what we're doing for next week but…

Missy: Mm-hmm.

Clara: But if there is a group where they do need a response, then getting them to respond in different ways. I like that idea of using those cards. ... (pause) And then. But main[ly] behavior [is] the key one I want to work on.

(MC7T, lines 160 -170)

Clara also demonstrated dialogic reflection through her use of evaluating impact - negative statements, which she used in each conversation. The excerpt below follows Missy's critique that Clara did not provide students with opportunities to answer questions:

Missy: …why do you think that was, that you didn't have a whole lot of time?

Clara: …we were trying to get in so we could fit it that extra read aloud as a whole group and we wanted to get to do some table work so we wanted to do that, but…, that's why I kind of felt like let me get extra done and then go into table work and so…

Missy: Mm-hmm.

Clara: …and fit it all within the next 20, 20 minutes…

Missy: Right.

Clara: …so, which I probably should have just omitted, probably asked for the questions, and then just don't, just drop the whole table work and just like kind of let the (inaudible) at the end…

Missy: Mm-hmm.

Clara: …and just let them have time for the questions, since we had said that we were going to do that earlier.

Missy: Right.

Clara: Yeah.

Clara informs Missy about the planned activities for the lesson, which included a read-aloud and table work. As she thought aloud about the lesson, Clara arrived at the realization that there had not been enough time for both the activities, and concluded with the evaluating impact -negative statement that she should have omitted one of the activities and given students the opportunity to ask questions as she had indicated to them earlier. In this study, evaluating impact -negative statements always corresponded with dialogic reflection, which Hatton and Smith (1995) defined as "stepping back and reflecting on possible alternatives" (p. 45). Student teachers tended to reflect on alternatives when they realized that a strategy they used did not have the intended outcome, or in episode when supervisors asked student teachers what they might do differently in the lesson.

Critical reflection of self. Clara evaluated herself and her lessons in every conference. However, her self-evaluations became more negative and self-critical over time from the first conference to the last. These are reflected in her use of evaluating impact -negative statements; she used none in the first week of total teach, two in her second week, and three in her third. For example:

Clara: I feel bad, but I should have publicly put more [emphasis] on the positive [behaviors] but I felt like there was a lot more, it was a lot of negative, but I probably should have

> addressed those positive [behaviors] like I did with that one student.
>
> (MC8T, lines 20-22)

Missy engaged in supervision conferences with Clara by asking both open and closed questions as well as by prompting reflection. It seemed that Missy's use of narrower closed questions and prompting reflection about specific topics was more effective in engaging Clara in descriptive and dialogic levels of reflection. Missy also provided Clara with suggestions, sometimes modeling the language that Clara could use with her students. She sometimes framed some suggestions as questions. Clara demonstrated technical reflection by reporting events and perceptions of her lessons, and descriptive and dialogic reflection when generating ideas, setting goals, and evaluating the impact of her teaching. Many of their conversations focused on behavior management and the management of activities (classroom management), perhaps resulting in a reduced opportunity to discuss other topics.

Edwin: Supervision as Critical Thought Partner

Edwin completed his Master's degree in Special Education with a specialization in Learning Disabilities/Behavior Disorders in 2008, and returned to pursue his doctoral studies in the Multicultural Special Education program in 2010. He had served as a University Supervisor for two semesters during his Master's program, and resumed this role upon his return. At the time of the study, Edwin had been a supervisor for five semesters.

Edwin identifies as White, Roman-Catholic and Irish-American. Although his father is from Germany, Edwin affiliates more with his mother's Catholic values and traditions. He reported that the Catholic faith shaped his worldviews, and the way he was supposed to behave and interact. His Irish-American grandmother influenced the traditions his family would celebrate, and to this day, Edwin sends out St. Patrick's Day cards to his family members. Edwin reported,

> Although I'm more aware of my culture, I don't always think about it. I don't often think of myself first as a cultural being, but I do sometimes think about things through a cultural lens, if I'm behaving a certain way because of culture, or what surprises me and what doesn't, but not always. (Edwin, semi-structured interview, March 15, 2013)

Edwin grew up with a diverse group of friends; two of his closest friends were Jewish, and African-American, respectively. Because he grew up in a college town, Edwin reported that there was not much socio-economic diversity in his neighborhood. He grew up speaking English and is also comfortable with listening, reading and writing in Spanish, which was his second major in college. He studied abroad in Ecuador and Mexico, and learned a great deal about himself "as a cultural being" through these experiences (Edwin, semi-structured interview, March 15, 2013). (Note: Edwin was the only supervisor to use the term "cultural being"; a phrase that was used in diversity-focused courses in the program.)

Educational background. Edwin began his teaching career as an outdoor environmental education teacher. He then moved into the special education field, first as a paraprofessional, and then a full-time teacher, after receiving his certification through

the Teach for America program. Prior to his Master's degree, and as part of his Teach for America assignment, Edwin worked in resource/inclusion settings with middle school age students from various ethnic, racial, and socio-economic backgrounds. He attributed his success with these students to the relationships he formed with other teachers and the community of professionals with whom he was working. He noted that they offered him insights that ultimately helped him to connect with his students. The few classes on culture offered by Teach for America also provided him tools to examine similarities and differences between himself and the students with whom he was working. Although 95% of the students in his classroom were Hispanic, he shared with them their affiliation with the Roman-Catholic religion.

After completing his Master's degree, Edwin worked with high school and older students as an Algebra I inclusion teacher, and then as a teaching assistant and job coach for students who were blind or visually impaired (VI). His Algebra I students were predominantly from Latino/Hispanic and African-American backgrounds, while 50% of the blind/VI students he worked with were White, 25% African-American and 25% biracial (White-Hispanic). Edwin reported that he first began to develop a "critical consciousness" of education during his Teach for America program, and that this was further developed in some courses he took during his Master's program. The first teaching placement following his M.Ed. made him very uncomfortable because of the challenges presented by a prescribed curriculum and the push for test preparation. He was not able to practice being a culturally responsive teacher. However, his placement at the

state school for students with visual impairments did offer him an opportunity to align his teaching practice with his philosophy.

Training in cultural competence. Prior to this semester, Edwin had participated in a variety of diversity-related trainings, including workshops sponsored by the Teach for America program, three to four courses during his master's program, and one course in the early stages of his doctoral program. During this particular Spring semester, Edwin was in a unique position: He was enrolled in one graduate courses in the Multicultural Special Education (MCSE) program, (Designing Personnel Preparation in MCSE) and one Master's level course, (Language Acquisition and Assessment in MCSE), a prerequisite for doctoral students. He was appointed as a Teaching Assistant for the Intercultural Communication and Collaboration course (SED 337) with the student teachers. When he began supervision that semester, Edwin said he was invested in culturally responsive pedagogy, "by virtue of my studies and that semester…I was so focused on it…because of the triangulation of things that were happening" (Edwin, semi-structured interview, March 15, 2013).

Edwin as supervisor. At the beginning of this Spring, Edwin was the university supervisor for four student teachers. However, only two, Lisa and Gabrielle, completed all requirements and graduated by the end of the semester. Edwin had served as Lisa's supervisor during her first semester (general education placement), and as Gabrielle's during her third semester (resource room placement). Edwin shared that he expected his student teachers to be much farther along than in their prior placements, and independent enough to execute all parts of the lesson. Because he knew what they were learning in

their SED 337 class, he expected his student teachers to have "the things they were discussing in class more on their radar." He also anticipated that they would demonstrate professionalism, which meant sending their lesson plans to him ahead of time, and establishing "formal channels of communication" (Edwin, semi-structured interview, March 15, 2013).

In terms of supervision conferences, Edwin considered his student teachers as "critical thought partners." He wanted them to take on more and more responsibility in their conversations, and to engage in "reflective posturing." At the same time, he made a conscious effort to find different entry points to engage in conversations around the concepts they were learning in their class, as well as the concepts he was learning about in his doctoral program. His aim was to push them along in their growth, from "Point A to B, whatever that was." He reported that often, he and his student teacher would establish a focus area for the next round of observation/feedback (Edwin, semi-structured interview, March 15, 2013).

Edwin remained in the role of supervisor in the year following this study. He enjoys it as he feels that he is still learning to become a better mentor. He reported that he gets "caught up in where the interns are and enjoys their growth along with them." He also sees supervision as a responsibility and a way of "paying it forward" (Edwin, semi-structured interview, March 15, 2013).

Lisa

Lisa identifies as a Caucasian female, who grew up, and still lives, in a suburban community of mostly middle income, Euro-American students. She also grew up, and

continues to socialize, with predominantly Euro-American friends. Lisa reported in her demographic survey, that she had frequent contact with Hispanic students, rare contact with African American counterparts and occasional contact with Asian American students while in elementary and middle school. Her contact with Asian American students increased in her high school years. During her college years, Lisa had frequent contact with Asian American and Hispanic students and occasional contact with African American students. Lisa described all her experiences with the college student body as positive.

Lisa as student teacher. Lisa was a student teacher in an elementary school resource room; the school consisted of predominantly Hispanic (82%) students, with some African-American (16%) and White (2%) students. Lisa's lesson plans indicated that she had one student who was an English Language Learner (ELL) in one of the three lessons observed during her Total Teach period. For the lessons observed by Edwin, Lisa facilitated a reading fluency and reading comprehension activity, engaged students in creating a tally chart and bar graph, and assisted students with practicing math problems and reviewing math terminology for the upcoming state testing.

In her lesson plans, Lisa listed several strategies that she would use to meet the needs of her students from CLD communities [emphasis added]:

- Students will receive a *visual poster* of the FAST[2] strategy (color coded) as an acronym reminder to aid memory
- Students will be given *concrete representations using real-world items* (dice, candy, marbles, colored tiles, etc)

[2] A math strategy incorporating 4 steps: F (Find), A (Ask), S (Set), T (Tie)

- *Graphic organizers* will be provided to help organize information and eliminate extraneous text.
- *Activate background knowledge*- What are some things we use money for? When do we see graphs in real life (on cereal boxes, on the news, on report cards, etc)? When is it important to know about chances/probability?
- *Review math vocabulary* (probably, likely, not likely, impossible, certain, chance)
- Students will *pair up and discuss math concepts*/check work- *put concepts in their own words*
- Ae ***is*** an ELL student- *use pictures and diagrams to explain concepts*, flashcards (matching game) for extra practice using Supplemental Aids
- *Act out* word problems or *model* using manipulatives
- *Repetition of math vocabulary*- flashcards, practice problems, definitions
- Discussion of "When do we use this?"- use of money, fractions, probability, shapes in the real world *(use student ideas)*

Edwin's Supervision Conferences with Lisa

Of the three post-observation conferences held during her Total Teach period, only two related to the lessons themselves. Therefore the data for Edwin and Lisa were gathered from two conferences only. In one of the conferences (EL7T), Edwin, Lisa and Lisa's cooperating teacher (CT) discussed the state standardized testing that was taking place at the school, and the conference did not refer to the observed lesson. The reason for the CT's participation in the conference is unclear. Edwin's conferences with Lisa lasted 9m 45s and 14m 37s respectively, for a total of 24m and 22 seconds. The topics they discussed included students, the relationship between Lisa and her students, pedagogy, topics explicitly related to cultural values such as power distance, and institutional issues such as disproportionate representation (see Figure 4.4).

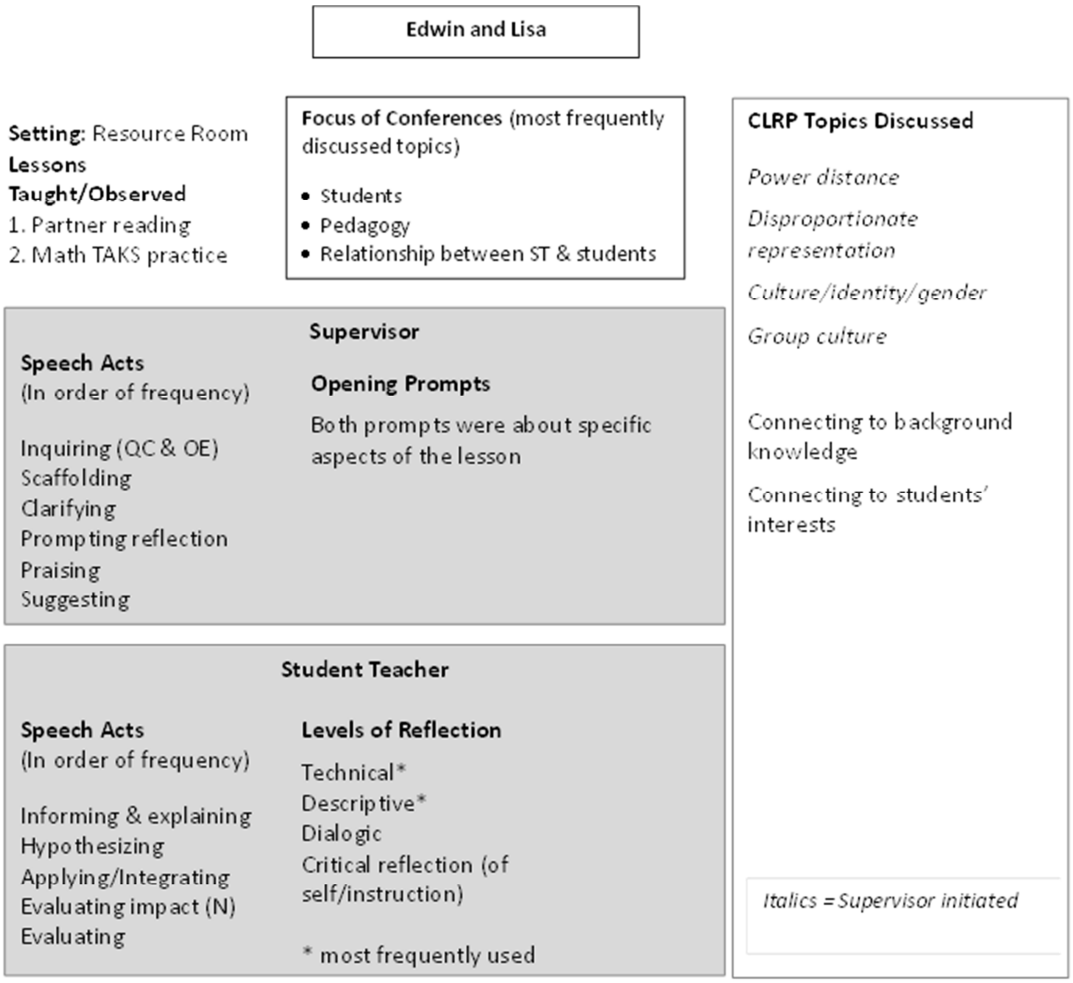

Figure 4.4: Key Features of Edwin's Conference with Lisa

Edwin asked many questions throughout the conference, using more closed questions than open-ended questions. Edwin also used speech acts coded as *clarifying* to ensure his observations were accurate, for example, "And this was the game you were talking about in your lesson plan, the matching game for the TAKS?" (EL8T, lines 17-18). Edwin praised Lisa (e.g., "…the ways that you are thinking about it [the math game] are great,…bring[ing] it in more creatively" (EL8T, lines 23-24)) evaluated her lesson (e.g., "Good. It seemed to really come together" (EL6T, line 295)), and offered

suggestions in both lessons. For example, in the lesson in which there was only one student, Edwin suggested "…check in with the Gen Ed teacher, and see what Ms. CT says, …maybe about him having a buddy later on down the road,…after her gets a bit more confident" (EL6T, lines 259-260). He prompted reflection about specific topics in both conferences, including power distance, disproportionate representation, and culture/identity. He used the technique of scaffolding in both conferences. In the excerpt below, Edwin and Lisa were discussing Lisa's choice of a reading passage about snakes for one of her students:

Edwin**:**	I guess it's because there's a lot that you want to cram in to this relatively short period of time, and on the one end you want to have the balance of being able to hit particular skills for him to get here and generalize in other areas and you also wanna have content that's meaningful, so sort of those two balances…
Lisa:	Yeah.
Edwin:	But I guess, the, the other side to it, and I'm just kind of thinking out loud about it, is that if you begin to give him passages that support what he's used to, what is he going to do if he does have to do Sacagawea in fifth grade?
Lisa:	Yeah.
Edwin**:**	I can see like, Oh, well hmm, so, I guess here, he should be able to build his confidence up, to be able to generalize that to <u>when he sees readings that aren't familiar.</u>[3]

[3] The use of underling in the transcripts indicate overlapping speech.

Lisa**:** Yeah. I think my goal for this was just to get him more confident in his reading, and to up his fluency 'cause that seems to be what's impacting his comprehension scores.

Edwin**:** Hmm.

(EL6T, lines 196 – 208)

Edwin is weighing options out loud, between giving the student a lower level reading passage with relevant fifth grade content or one about a topic in which the student is interested, that also allows for the student to practice decoding skills. Because he is thinking out loud, he is scaffolding Lisa's understanding of why and what he is debating in his mind. This allowed for Lisa to reflect on her own thinking, and justify her choice of passage.

Lisa predominantly used informing and explaining speech acts to answer Edwin's questions. She *applied/integrated* two of Edwin's five suggestions. For the purpose of this study, I defined applied/integrated as a student teacher going beyond accepting a suggestion to applying the suggestion into their teaching context. The excerpt below follows from an earlier discussion about a sixth-grade all-girls group in Lisa's class. The girls have been attempting to be social with Lisa during lessons. Edwin suggested that she should be aware of maintaining professional distance with her students:

Lisa: But with them, it's like, we're almost the same size, and they wanna do girl talk and I, kind of, the line gets a little more blurry…

Edwin: Yeah. And it's something for you to consider, moving ahead, like if you wanna work with middle school…

Lisa: Mm-hmm.

Edwin: How are you going to strike that balance?

Lisa: Yeah.

Edwin: You know, that's up to you, maybe having a period where you can have girl talk during lunch or some incentive for them…

Lisa: Mm-hmm.

Edwin: But then, during this time, it's like we gotta do other stuff.

Lisa: Yeah. Yeah. And I like to…

Edwin: It'll be like a little carrot at the end.

Lisa: Yeah.

Edwin: They can be running towards, like we're really enjoy this Ms. and we want her attention but, you got…But we've got to be able to shift, and that, if you're not consistent with that, they'll pick up on that and they'll be like…

Lisa: Mm-hmm.

Edwin: …You know, they'll try to take that stage from you…

Lisa: Get me of topic, yeah. I had those with teachers too. I know I can get her off topic, and have her talking about her baby or, whoever, and…

Edwin: Oh yeah! I had a Spanish teacher who was like that.

Lisa: Yeah, it's weird to be on the other end of that, like, I know you're trying to get me off topic!

Edwin: Right. Right. Right. Good, I'm glad you're like picking up on that.

Lisa: (giggle)

In this excerpt, Lisa initially offered token responses such as mm-hmm and yeah. Towards the last part of the conversation, Lisa related the situation to herself, acknowledging that she recognizes she is now the teacher who is being taken off topic by her students.

Culturally responsive pedagogy. Although Edwin and Lisa's conversations included topics related to cultural values and traditions, they did not specifically address culturally responsive instructional strategies. Lisa referred to culturally responsive strategies only twice across two conferences, and, both times, related to the choice of reading passage for her student: she chose a passage about snakes because it was a topic about which he had background knowledge and that connected to his interests.

Edwin brought up conversations framed with a cultural lens about topics such as power distance, culture/identity and disproportionate representation. When Lisa worked with one student, and became the reading partner with that student, Edwin approached this conversation using the concept of power distance. In another lesson, he was surprised that all the students in a sixth grade math remediation lesson were girls. He framed this as a form of disproportionate representation. Lisa informed him that one male student was supposed to be in this group, but that this student refused to accept help from anyone, so he had chosen to stay in his mainstream classroom. Edwin suggested that this could be explored from a culture/gender standpoint, '…and maybe it's kind of…like machismo" (EL8T, lines 75, 77).

Reflection. Lisa engaged in technical, descriptive and dialogic reflection in her conversations with Edwin. Apart from technical reflection, she predominantly used descriptive reflection, providing reasons for actions and displaying an understanding that alternative perspectives exist. In the excerpt below, Lisa provided several reasons for why she chose to sit next to the student instead of across from him.

Edwin: …earlier was I saw examples of power-distance kind of play out in your lessons even just with it being one student.

Lisa: Mm-hmm.

Edwin: …, and, if you could walk me through what you thought about that, what that looked like to you.

Lisa: …,when it's just me and one student, I, I just find that *I* feel uncomfortable sitting across the table, and I know that that it's very much me versus you, it's kind of a face-off.

Edwin: Hmmm.

Lisa: That's what it feels like so, I decided I wanted to sit next to him, plus we were kind of sharing materials, it was a little less formal…

(EL6T, lines 1 – 10)

…

Edwin: So, let's use like a SED 337 term, and let's begin to think about power distance…

Lisa: Mm-hmm.

Edwin: …and how that plays out. Do you remember what conceptually that that talks about?

Lisa: Yeah! Yeah. The authority…a larger power distance would be you know, me sitting across the table, being very, very much the teacher and he's very much the student.

Edwin: Mm-hmm.

Lisa: We have our, our roles…

Edwin: Mm-hmm

Lisa: …and be very formal, but I think it's especially with this one student, like, I don't, I don't find that I need to, you know, do as much behavior…

Edwin: Right.

Lisa: …issues, because his attention is pretty much on me, 'cause I'm right there with him.

Edwin: Yeah.

Lisa: So, it's, I, I just like it better. I feel like he's more comfortable with me sitting next to him.

(EL6T, lines, 21 – 34)

When asked about power distance, Lisa provided a reason based on her personal preference of sitting next to the student. Though she is aware that an alternative exists (descriptive reflection), i.e. "I feel uncomfortable sitting across the table," she preferred to create an informal atmosphere. Later on in the excerpt, though the topic of conversation had shifted briefly, Edwin chose to return to the topic of power distance. In the continuing excerpt, Edwin asked Lisa to think about power distance conceptually, with application to her lesson. First, Lisa stated her knowledge of the concept. She thought aloud through the alternative option of sitting across from the student, creating a teacher-student dynamic. She then stated reasons why she thought that the choice she made was better. Given a different way to look at the situation (concept of power distance), Lisa was able to apply the theory to practice using dialogic reflection. In her case, this was the only time where Lisa's dialogic reflection intersected with a diversity topic. Edwin's other efforts to engage with Lisa about cultural and institutional issues were less successful.

Critical reflection of self. Lisa was critical of her instruction twice during her conferences with Edwin. In one episode, Lisa informed Edwin that this was the first time her student was learning a partner-reading strategy. She explained that in taking the role of the reading partner, she had deliberately slowed down her reading rate so that it was similar to her partner's level of fluency. Although she continued by saying "And I should

have, I should have slowed down even more,…" (EL6T, line 69) she did not provide a reason for this statement. In a second episode, during the same conference, Edwin noted that he had seen Lisa teach the suffix -s, but wondered if she had taught the student the function of suffix –s as a plural. Lisa replied:

> Lisa: Yeah, yeah. I remember I did use the word plural because it was it was in the text, but I wasn't if he knew what I meant, so I kind of just said plural, and I was like…*more than one* (giggle), kind of being like I'm not sure if you know that word, so I'm just going to…give it to you. I should have probably asked him if he knew what it meant, but…
>
> (EL6T, lines 162 – 165)

In the above excerpt, Lisa recognized that her instruction may have been more effective if she had clarified the student's understanding of the concept of plural. In the first excerpt, Lisa's comment about slowing down was the outcome of Edwin question about Lisa's role as a reading partner. The second demonstration of critical reflection of self, resulted from Edwin's question about how she planned to take on the role of a reading partner.

Edwin engaged Lisa in supervision conferences by asking predominantly closed and clarifying questions, prompting reflection and scaffolding. Lisa responded largely with informing and explaining statements, applying/integrating suggestions and twice with evaluating impact –negative statements. Lisa used technical, descriptive and dialogic reflection. She used descriptive reflection in explaining reasons for using certain strategies. She considered alternatives (dialogic reflection) about seating arrangements

between her reading partner and herself, and reflecting on alternative strategies for her teaching. Lisa's dialogic reflection seemed to follow Edwin's prompting reflection about specific topics or clarifying questions. Edwin brought up conversations about power distance, culture/identity and disproportionate representation. Lisa mentioned connecting to student's interest in her choice of reading passage about snakes.

Gabrielle

As reported in her demographic profile, Gabrielle identifies as a Caucasian female, who grew up in a suburban, mostly middle-income, Euro-American neighborhood. However, while attending college, she lived in a rural, mostly lower-income, Euro-American neighborhood. In her demographic profile survey, Gabrielle reported that she socialized with predominantly Euro-American friends during elementary and middle school. During high school and college, she had a "mixture of Asian America, African American, Hispanic, American Indian and Euro-American" (Gabrielle, Demographic Profile) friends. In elementary and middle school, Gabrielle had frequent contact with Hispanic and African-American communities and occasional contact with individuals of Asian-American and American-Indian descent. By the time she was in high school, Gabrielle had frequent contact with members of every group. She reported all her experiences as positive.

Gabrielle as student teacher. Gabrielle was placed as a student teacher in a combined resource and Social Communication Resources and Services (SCORES) classroom. SCORES is defined by the school district as "an instructional resource and service that supports students with Autism Spectrum Disorders (ASD) and/or other social

communication disorders who demonstrate impairment in social, communicative, and behavioral functioning." The school in which she worked had a predominantly White (56%) student enrollment, with some Hispanic (34%), biracial (6%), African-American (3%), and Asian (1%) students.

In the lessons observed by Edwin, Gabrielle taught two math lessons, one on multiplication and one on division. She also taught students in a social skills group about understanding how others in the group were feeling. Gabrielle listed several strategies to address the needs of her culturally and linguistically diverse students. The strategies she selected primarily addressed students' interests and motivations [emphasis added]:

- Mars enjoys reading stories and playing games. Therefore, I will use *many social stories and board games* (that target different social areas) during our lesson.
- Kiwi is interested in animals and games on the iPad. He **is** *highly motivated by the math videos* we watch because they contain animated characters that teach the concept. *He also likes to sing and dance, so any type of movement in the lesson is highly motivating.* I will continue to incorporate these things into our lessons.
- Petunia likes to draw pictures and play games on the computer. Therefore, she does best when you encourage her to draw a picture to show her understanding of the skills and **is** *highly motivated by breaks on the computer.* I will encourage her to use these strategies when working. She is usually the first one to answer/finish her work, *so continue to look for ways to challenge her.* Also, her dad likes it when she has homework to do at home and when you show him how to teach her so that she is receiving consistent instruction. He usually drops by about once a week to check for this.
- Mighty Mouse lives in local subsidized housing with his mom and siblings. He is usually very tired in the mornings and he often forgets to do/bring his work from home. It is unclear of [*sic*] what kind of practice/stimulation he receives at home, so it is *important to review and expand upon concepts with him one-on-one* as often as possible. To address his unique needs, *I will make time to work one-on-one with Mighty Mouse at least once a week.*

Edwin's Supervision Conversations with Gabrielle

Edwin and Gabrielle's three conferences during her total teach ranged from 11m 13s to 15m 24s, for a total of 39m 12s The topic areas they discussed most frequently fell under the categories of students, lesson/classroom management, curriculum content, and Gabrielle's development as a teacher (see Figure 4.5).

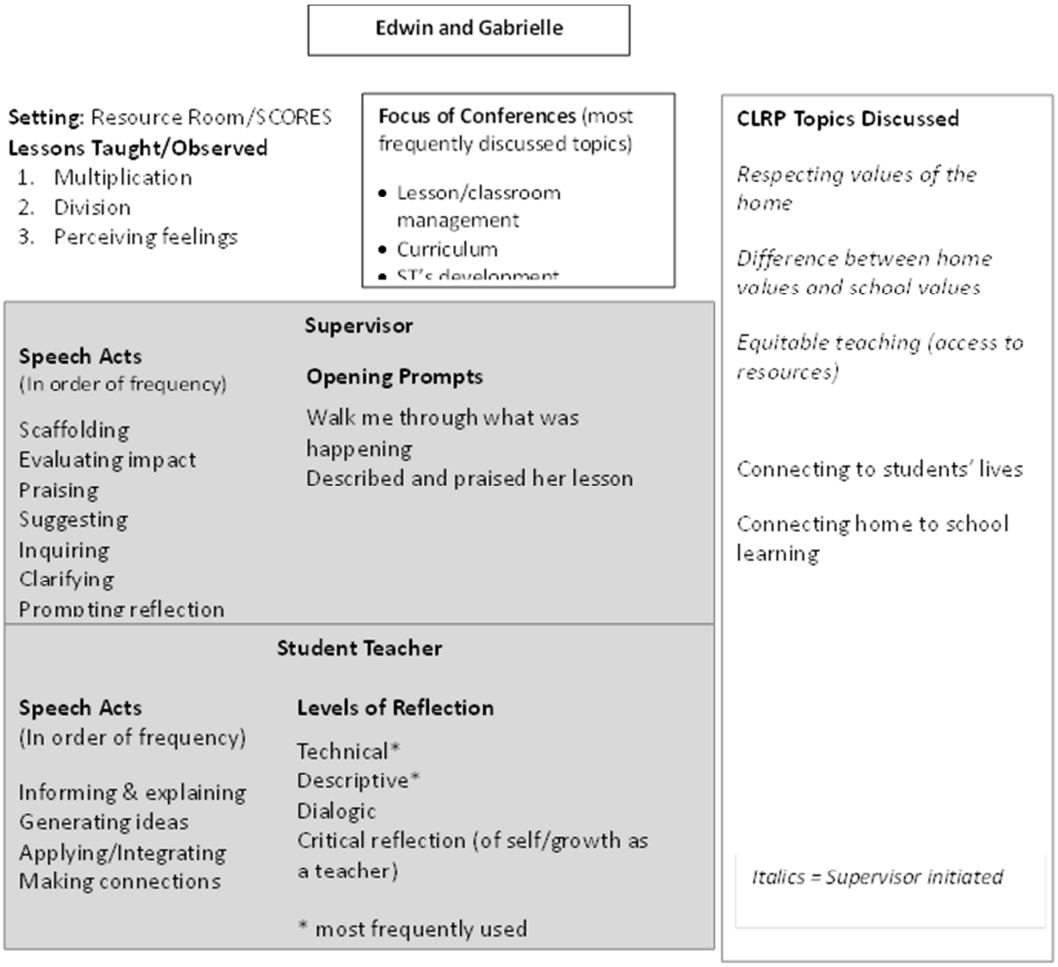

Figure 4.5: Key Features of Edwin's Conferences with Gabrielle

Edwin asked several general questions during the three conversations, most of which were closed and clarifying questions (e.g., "the thought bubble, I saw you suggest that and then take it away…and then I saw you model it later on…what strategy is that?"

(EG6T, lines 179-181)). He also prompted reflection about specific topics (e.g., "I was thinking about their…what are they communicating to you through their actions, or their lack of actions, kind of that language….walk me through that, 'cause they were so sleepy at first" (EG6T, lines 36-37, 41)). Edwin praised Gabrielle, and positively evaluated her teaching strategies across the three conferences (e.g., "…and I saw that definitely in action in your plan today too, how…when they're engaging in a fun activity, you were guiding the conversation for it to still be about those learning objectives." (EG7T, lines 124-126)). Edwin scaffolded Gabrielle's learning several times, and provided encouragement and reassurance in each conference (e.g., "so yeah, really soak that in, and I guess, you know, take in as much as you can from this but also take stock in the amount of skills you've acquired through this, and I've seen so much growth in you, even from the beginning of the Fall (EG8T, lines 138-140)). Gabrielle's predominant speech act was informing and explaining. At other times, she generated some ideas for teaching strategies/content, applied/integrated Edwin's suggestion a few times, and set a goal for herself. In the excerpt below, Edwin commented on an interaction he observed between two students:

Edwin:	Like when you had K respond to P with…P's art, really, and that's what I was trying to push you to do, to get some more student to student interactions,
Gabrielle:	Right.
Edwin:	…'cause how, it's great to see that, It's very meaningful I think for them to go back and forth and do that, to feed off each other, 'cause at the end of the day, that's really what we want to do with social skills you know.
Gabrielle:	Right, right.

Edwin: You wanna also have the kids responding to each other.

Gabrielle: Yes, no, and that's a, you know, I meant to get the *accountable talk* and things like that up there, but then after we talked about that, the testing happened and then, …, Spring break, and then since we've been back it's like I've only had a couple of weeks before I'm giving the classroom back, so now I'm going to have some more time, 'cause I think that's good, you know, like 'cause I tried that right after you said that, that next week, I tried you know, "so why don't you share together"

Edwin: Mm-hmm.

Gabrielle: And they just did not know what to say, you know like…

Edwin: Yeah, it's gonna…

Gabrielle: I got this answer, I got, they…needed more language scaffolds, and I loved…, I forgot what class, I think it was Ms. W's classroom that I was in last semester and she had *accountable talk*, and it was like, Oh I agree with, I don't agree with or this is what I got and just all these sentence stems to start out you know, talking to one another…

Edwin: Mm-hmm.

Gabrielle: _and having meaningful conversations about their work, so. And my, in the future I'll definitely have something like that just to facilitate more interaction between them, because I think some of them just lack the language, to be like…

(EG8T, lines 154-177)

In the excerpt above, Edwin noted that he had been encouraging Gabrielle to encourage students to interact. Gabrielle responded by informing Edwin that she had intended to use a strategy known as *accountable talk* that she had seen used by a previous cooperating teacher. She explained that she was unable to teach this strategy due to Spring break, but she recognized the utility of it as a language scaffold for students. The

strategy seems to provide sentence stems that students can use to begin their sentences. Gabrielle accepted Edwin's suggestion to facilitate more student interaction, verbalized how she could apply it to her setting, and set a goal for herself to use this strategy in the future.

Gabrielle also explained a few connections that she had made during her student teaching experience. In the excerpt below, Gabrielle explained how being in a SCORES setting, and working on social skills lessons with students had helped her recognize the utility of social skills in other settings. She has made the connection that if an opportunity arose, a teacher could teach the skills involved in conflict resolution outside of a prepared social skills lesson:

Gabrielle: I've never been in a setting like this, with SCORES and resource…

Edwin: Right.

Gabrielle: I've gotten preparation for it, but just to see it in action, doing resource in the morning, and then switching gears and going to social skills in the afternoon.

Edwin: Mm-hmm.

Gabrielle: But really social skills are embedded in all our lessons too, once you've got that social skills hat on, you're like…

Edwin: Yeah.

Gabrielle: …Any opportunity you're like ok, conflict resolution, ok! (laughter).

(EG8T, lines 145 – 153)

Culturally responsive pedagogy. Gabrielle mentioned a few CLRP strategies in her conversations, including making the content meaningful and personal to her students,

and linking learning at school to learning at home. In the excerpt below, Gabrielle responded to Edwin's praise of her development as a teacher:

Gabrielle: …mainly it's experience, which links both of them, you know, just being in the classroom every day, getting to know them every day, getting to know little things, like we've been doing countdown for his birthday all week, ok, today…

Edwin: OH!

Gabrielle: …is this date. Your birthday's on the 22nd. Let's do a math problem, you know, let's figure out how many days till your birthday, so just getting that momentum, you know, making it personal to them. See how we can use math to figure out your birthday and…

Edwin: Mm-hmm.

Gabrielle: …all the math problems that we did do, like we do some multiplication stories, where I'd use their names in there, or favorite foods, or P loves to shop, so she went shopping and bought eight new pairs of shoes, for example, maybe…

Edwin: …yeah.

Gabrielle: …and multiplication problems with that. So it's I'm trying to make it personal so that's just you know me, and it's experience, and it's me getting feedback from you, feedback from Ms. [CT].

(EG8T, lines 52-66)

In this excerpt, Gabrielle attributed her growth to classroom experience, and getting to know students well enough to connect instruction to their interests or to their personal lives and to getting feedback from her mentors. Later on in the same conference, she said the following:

Gabrielle: …and so, I think this semester, something I've gotten really good at is just really thinking about what the kiddoes need to know in order to be successful each lesson.

Edwin: That's great, that's…

Gabrielle: …and just trying to make it more meaningful and personal and…

Edwin: Right.

Gabrielle: …cultural courses helped a lot, classes where we think about all these other things, and different perspectives and having their opinions, and you know just getting, activating that knowledge and then building off that…

Edwin: Right. It's almost like being an ethnographer of your students, like getting to know …, their home situations, to the extent that, or getting to know what makes them tick and then thinking about how to translate into things that you can do in teaching actions…

(EG8T, lines 88-98)

The excerpt above confirms that Gabrielle understood making instruction meaningful and personal to be an aspect of culturally responsive instructional practice. Edwin acknowledged and scaffolded her learning by providing her with the notion of being an ethnographer of her students, recommended by Hollins (2008) as part of her reflective-interpretive inquiry (RIQ) framework.

Gabrielle also recognized linking home and school learning as culturally responsive instructional practices. As she stated in the excerpt below, this is another concept that she has learned from her professor who taught the Intercultural Communication and Collaboration (SED 337) class. In this following excerpt, Gabrielle refers to the lesson she just taught, in which students are being taught strategies and tools (e.g. musical instruments, trampolines) they can use to calm their bodies down:

Gabrielle: So it's good to have those kinds of tools in the room for them to use. So that's what this lesson is building upon is

tools they can use to help them calm their bodies down, to get focused, to return back to class. That's our main goal is for them not to be in our room but to be with their peers and to be you know participating in the lessons and doing everything.

Edwn: Mm-hmm.

Gabrielle: …but I'm also going to extend it to talk about the tools they have at home. I was talking with Dr. [instructor] about the lessons and reflections and things. She wants me to, you know, think about things they have at home, and I think that's a great point because you know, for one of our students for example, he's going to middle school next year, so he won't have our room to come to, to take a break, so I need to talk to him about tools that he can use that he maybe has available at home, or tools that he can think about, you know, next year's setting, where he'll be…

In the excerpt above, Gabrielle noted that she is planning to talk to a student about how he could generalize the concepts she is teaching at school to his home, particularly in light of the fact that he would be transitioning to middle school the following year. She understood and recognize the value of this practice for her student.

Edwin added to their discussions of culturally responsive pedagogy, the concept of getting to know students' values well, and using that data to inform instruction (e.g., It's almost like being an ethnographer of your students, like getting to know they home situations, to the extent that, or getting to know what makes them tick and then thinking about how to translate into things that you can do in teaching actions (EG8T, lines 97-99)), He also extends her knowledge of a value system ("Yeah, I mean, having a structure at home is also a cultural value, you know, it's not like every home is going to have a prototype of a structured environment the way that school has (EG6T, lines 151-152)).

Thus Edwin adds to Gabrielle's knowledge about adopting a sociocultural framework when teaching students from diverse cultural backgrounds, in order to become more culturally responsive.

Reflection. Gabrielle's responses and comments indicated three levels of reflection: technical, descriptive and dialogic. She reflected mostly at the descriptive level, providing reasons for her decisions and actions. The excerpt below is the beginning of Edwin and Lisa's seventh conference (EG7T):

Edwin: (inaudible)…if you don't mind, I guess from the beginning to the end or where you started off when the kids were coming in,…you know so there was some high energy, like walk me through what was happening there.

Gabrielle: Yes, so the kids, as you saw…literally ran in to the classroom today (giggle) from outside, but that's normally how they are. Usually, they're a lot better at calming themselves down, which two of them were, just one in the middle was still…just really non-compliant today, and that was the main thing that was buggin' me…his energy level was a little off the charts and he would be able to get down from the trampoline and get that out and I'd be fine, but he was, he wasn't even giving me a chance to give him that opportunity, I mean, I was asking…

Edwin**:** Yeah.

Gabrielle: …him to stop moving his body, to stop you know, to stop, just to be quiet for a minute, and that couldn't happen so, at that point, I gave him a strike, and I said three strikes you're out and that was the end of break.

Edwin**:** Mm-hmm.

Gabrielle: …so that was with the energy level, but we started out with our social rule and the social rule was based upon, …, one of the student's behavior this morning, about drawing things when he…wasn't supposed to be drawing like he's supposed to draw a simple horse, but he's got this

obsession with Neanderthals and so he drew a Neanderthal horse and this whole battle scene…

Edwin**:** Mmm.

Gabrielle**:** …when they were just supposed to draw a simple horse and this has happened a lot, like this is not the first occasion.

Edwin: Hmm.

Gabrielle: And so I figured that would be a good social rule and then it played into it nicely because it was about following directions when a teacher talks to us, why that's important and so that's what was going on (giggle),with the the high energy level.

(EG7T, lines 1 – 25)

In the excerpt above, Gabrielle explained why she decided to give a student a strike for his misbehavior, and then evaluated the impact of how decision to teach a social rule based on a behavior displayed by a student that morning tied into her lesson planning about following teachers' directions. Throughout this conversation, Gabrielle justified her actions and decisions.

Gabrielle displayed dialogic reflection when prompted to think on her feet by Edwin, but also through comments she volunteered during the discussion, as in the following excerpt. Edwin opens this conference by providing descriptions and praise of Gabrielle's lesson.

Edwin: …It started off with like the birthday, and like there was a building of the community and the culture, I mean, your classroom and kids smiling, it was just a really cool thing to see, then after that you know this transition to… math, which could very well be something that they're having difficulty with and it's hard for them, but the way the manner that you're addressing it and your energy level is just so fluid and natural that they don't really, I really think

they feel like it's a safe space to, to really take risks and to be a student in your class, I got that impression.

Gabrielle**:** Yes. That's important to me. That's one of the most important things, that they it's ok to make, to have, make mistakes.

Edwin**:** Mm-hmm.

Gabrielle**:** Because Ms. [CT] is really good about no guessing, you know, do your best work, and things like that but I think in some of that ways, you have to still say, but it's ok if you make a mistake or if you don't know, or if you need help, if you have these tools.

Edwin**:** Right.

Gabrielle**:** You know, like sometimes the tools are, you know, with the tools the skip counting, the backwards count, like she wants them to get out (inaudible), but…if it's successful, …at the end, Student G uses that, 'cause you know, he's still on basic, …two pencils plus two pencils he thinks is still two pencils.

Edwin**:** Mm-hmm.

Gabrielle**:** So we're like, we really you know, I'm working with him trying to get him to understand. But if he has these tools in place, he's able to get through with those tools in place, and he's successful, so just playing with him and really, just going with the flow with them,…

(EG8T, lines 1 – 25)

In this excerpt, although Gabrielle was well aware that her CT would prefer that students avoid guessing, she felt that it was important to let them know that it was acceptable to make mistakes, or, if necessary, to use basic strategies to assist them in getting to an answer. She was aware that her CT had a different stance on this, but had made her own decisions about what she thought was effective for her students. Gabrielle

displayed dialogic reflection in this conversation independently, without being prompted to do so by Edwin.

Reflection about CLRP. During conversations about topics related to culturally and linguistically responsive pedagogy, Gabrielle's reflection was predominantly descriptive in nature, with one exception, when she displayed dialogic reflection. In this conversation, Gabrielle was explaining to Edwin the resources that students have at school, which they can use to calm themselves down when they are agitated. As described above, the professor of the SED 337 class had suggested that Gabrielle help students identify resources at home that they could use to achieve the same effect, so that the learning at school could be generalized to their home settings as well. Edwin scaffolded Gabrielle's learning by talking about this topic using an equitable teaching lens. He explained that some students could probably afford to buy a tool they were using at school for their homes, but that others would not be able to have duplicates of school resources.

Edwin**:** …you know there's that kind of parallel that's happening there, but then the students that aren't able to afford that, they have this great opportunity here…

Gabrielle**:** Right.

Edwin**:** …what are they going to do when they get home? How can we make that more in parallel, so it doesn't put them at an unfair, you know, situation?

Gabrielle**:** Right. So a good thing to do probably for that would be, just to really identify what that tool,…how that tool, what that tool does, so if it's the tension, if it's the hugging of it all, you know, wrap up in a blanket, we can suggest things.

Edwin**:** Mm-hmm.

Gabrielle**:** They can still have those tools, you know, if it's the fidgets, you know, even with, one of our students it's the paper clips, you know…

Edwin**:** Mm-hmm.

Gabrielle**:** …and that's his fidget toy, and he pretends that it's (inaudible) and that gets him through the day and he'll pull it out during class and…

Edwin**:** That's just so wild!

Gabrielle**:** …you know, that's something that's going to internalize though…

Edwin**:** Right.

Gabrielle**:** **…'**cause it used to be a big fidget toy that he had with him…

Edwin**:** Is that right?

Gabrielle**:** And now it's gone down to a small paper clip, so…

Edwin**:** Huh.

Gabrielle**:** You know, we can think of other ways to get the same effect but just with different tools which they can find around their homes, so that's a good point. Now I'm even thinking about tools they have at home, but, tools, tools that they can make themselves, so different things they can find around the house…

Edwin**:** Mm-hmm.

Gabrielle**:** **…**to give that same effect.

Edwin**:** Yeah.

Gabrielle**:** And with these tools, we're really teaching them self-advocacy too because they're not going to work unless they're able to ask for 'em. That's a big thing with our students, like if we need a break, ask for it. Stand up for yourself, say, "this is what I need to be successful."

(EG7T, lines 87-117)

In the above excerpt, Gabrielle recognized that adapting instruction could go beyond school walls. In response to Edwin's scaffolding about inequity for students who cannot afford to buy resources for their home, Gabrielle generated an idea about students creating their own fidget toys so that they could have access to their own resources when needed and not at school. Gabrielle was able to take up the conversation through this lens, and by think about ways in which to minimize the inequity in this particular situation, by exploring an alternative solution. The dialogue above is an example of Gabrielle reflecting at a dialogic level about culturally responsive pedagogy.

In this final excerpt, Edwin facilitates Gabrielle's about a topic external to the lesson he had observed. Edwin began the conversation by stating that his next comment was related to a note she had written in her lesson self-evaluation for the Intercultural Communication and Collaboration class of which he was the Teaching Assistant. He had noticed that Gabrielle had expressed concern about a student whose family are members of the Jehovah's Witness denomination of Christianity. Gabrielle wrote in her self-evaluation that the student's family did not want him to establish friendships with students who were not Jehovah's Witnesses themselves. When asked how she planned to address this, Gabrielle responded that she had already done so in a social skills lesson where she taught students that everyone can be friends, even if they have different opinions or beliefs. The following conversation ensued:

Gabrielle: With him, if you directly talk about it, I mean, he is…die hard Jehovah's Witness.

Edwin**:** Mm-hmm.

Gabrielle**:** And he will sit there and he just talks about it you know, he wants to preach to his friends so that his friends can be Jehovah's Witnesses and they can be his real friend.

Edwin**:** Mmm.

Gabrielle**:** So I'm just keeping, trying to keep, you know, keep it open that we can have true friends with different beliefs, you know, without targeting,…

Edwin**:** And also maybe even, Yeah, if I was in this situation, I was thinking maybe I mean, even the difference between like a friend, and being friendly…

Gabrielle**:** Right.

Edwin**:** Or like a friend, an acquaintance.

Gabrielle**:** Right, right.

Edwin**:** Or a friend and a classmate. Maybe that's some way, 'cause the thing about it is that kind of gray area that maybe not clear to a student with autism.

Gabrielle**:** That's true.

Edwin**:** 'Cause also, looking at the message from home, that like a friend is just a member of this community, and you're not to have friends in the classroom or something like that or some way to kinda challenge that a little bit, with a way that also saves face, protects the integrity of the beliefs that they are getting from home too.

Gabrielle**:** Right, right. And it's still reinforcing it. No, that would be good, that would be a good talk, 'cause next year he's going to middle school. Not next year, it's like three months. He's going to middle school and I think you know that's a good talk to have, just to build up like people who are your friends, and they can be there for you, and then people who are friendly to you, and acquaintances. I think that would be a good talk to have, 'cause I'm trying to think of everything I can to prepare him for this.

(EG8T, lines 213 – 237)

Edwin guided Gabrielle to consider that it could be conceptually difficult for a student with autism to gauge how to form social relationships and with whom to form them, given the messages about friends that the student was hearing at home; this demonstrates his recognition of the intersection of religion/culture and disability. Although he extended Gabrielle's thinking about the interactive nature of the student's disability and the family's belief system, he continued with a mixed message. On one hand, he reminded Gabrielle that she needed to be mindful of validating that student's belief system at home in order to 'save face.' On the other hand, he noted challenging the family's belief system about not having friends at school. He posed a solution, suggesting that Gabrielle explain differences between being friends and being friendly, or between friends and acquaintances, in order to address this situation.

Gabrielle displays her understanding and integrated Edwin's advice by thinking aloud about an alternative way she could teach this concept, as it would be important for his transition to middle school. By bringing up this conversation, Edwin addressed an issue about which Gabrielle had expressed concern, although this concern did not present itself in the observed lesson.

Critical reflection of self. Although Gabrielle was not critical of any of the teaching strategies she implemented in the lessons observed by Edwin, she did recognize her growth as a teacher, by acknowledging her instruction from the past:

> Gabrielle: And then being in middle school last semester, having to break things down on the spot, you know at that part, I thought, oh they're in 7th grade, they're going to know you know, for example, when you do quotation marks that means the same thing that you just wrote up there…

Edwin: Right.

Gabrielle: …and so I did that in my notes one time and Ms.[CT] was like, they had no idea what you were talking about, like you'll have to write it out again

Edwin: Right.

Gabrielle: …and I was like, just little things like that that, you know, my assumptions. I started thinking about it, I assumed that they knew, and really taking a step back and…what do they really need to know to understand this?

Edwin: Mm-hmm.

Gabrielle: …and so, I think this semester, something I've gotten really good at is just really thinking about what the kiddoes need to know in order to be successful each lesson.

Edwin: That's great, that's…

Gabrielle: …and just trying to make it more meaningful and personal…

In the excerpt above, Gabrielle acknowledged that in a prior setting she had made assumptions about students' knowledge, and her CT had to explain that her students had not understood her lesson about quotation marks. Gabrielle verbalized that her current stance was step back from the situation to ascertain exactly what she needed to teach her students so that they were successful. In this way, Gabrielle acknowledged a mistake of the past and demonstrated that she could be critical of herself.

Edwin engaged Gabrielle in conferences by asking closed and clarifying questions and by prompting reflection about specific topics. He also offered suggestions, praised Gabrielle's teaching and acknowledged her growth as a teacher. Gabrielle predominantly provided Edwin with information, and she also generated a few ideas, applied and integrated some of his suggestions, and made connections. Gabrielle displayed technical,

descriptive and dialogic reflection, although she reflected frequently at a descriptive level. Gabrielle discussed CLRP strategies she sued such as making content meaningful and personal, and making the effort to connect school learning to home. Edwin contributed to the discussion about CLRP by scaffolding Gabrielle's knowledge and also by informing her that *structure* was not necessarily valued in all homes.

Characteristics of Edwin's Supervision

Edwin's conversations with his student teachers are characterized by many instances of overlapping speech; Edwin's primary mode of inquiry was to ask closed or clarifying questions, and to prompt reflection about various topics, suggesting that his questions were narrowly focused. He did not typically begin conferences with broad questions such as "tell me how the lesson went." In fact, he often asked about something specific at the beginning of conferences (pp. 170-171, 183-184, 184-185). He also tended towards voicing his thoughts aloud, thus scaffolding his mentees' understanding of instructional strategies and concepts, reflecting a statement made in his interview about thinking about his student teachers as critical thought partners. Edwin provided suggestions to both his mentees that prompted them to think about student motivation and involvement, balancing the teaching of skills and content, and interpersonal relationships between the student teacher and her students. He praised both mentees and offered general evaluations to both, about their lessons. Frequently, in his conferences with Gabrielle, Edwin provided specific praise about how an instructional or behavior management strategy she implemented had a positive outcome (e.g. "…and you did a

really good job of like making sure to do positive reinforcement when he wasn't on board with what you were doing with your lesson" (evaluating impact); EG6T, lines 116-117).

Contributions to conversations about CLRP. Edwin brought up many conversations framed by a cultural lens, including power distance, equitable teaching, respecting a family's belief system and the importance of being an ethnographer of students in order to provide effective instruction. He linked many of these concepts to the SED 337 coursework, and student teachers' lesson plans and their self-evaluations, as he had an insight to both of these by virtue of being the teaching assistant for this course. Notably, Edwin is the only supervisor who refers to the CLD considerations section of his student teachers' lesson plans. He refers to these considerations twice in the supervision conference with Lisa, and also in his observation notes for Gabrielle's final conference, where he wrote:

> Brain Breaks is a fun, neat way to reach the needs of your students that you identified in the CLD considerations – in particular for A. – who "is usually very tired in the mornings and he often forgets to do/bring his work home. I don't see this as a CLD consideration, it's more like individualized differentiation in your planning. You'll have to clarify on how this would be a CLD consideration – perhaps differing views of routines, structures, and power distance as expected at home compared to school… Keep at it, and flesh it out further. (EG8F)

Edwin's familiarity with these concepts is likely heightened because of his own coursework as a Multicultural Special Education doctoral student.

Emerging Themes

The case studies capture the essence of supervisory conversations between supervisors and student teachers, illuminating how both participants' voices and

contributions worked to construct conversations about teaching students with disabilities. In particular, I sought to examine their discussions and reflections around topics related to the framework of culturally responsive pedagogy. In this section, I pay particular attention to my primary participants, the supervisors, and focus on their role in fostering critical reflection about culturally and linguistically responsive pedagogy.

As described above, supervisors endeavored to initiate and engage their mentees in conversations about topics related to culturally responsive pedagogy by framing their questions and inquiries through a cultural lens. For various reasons, these conversations did not always develop as apparently intended by the supervisors. I came to see these conversations as failed attempts. At other times, the conversational exchange created openings that offered the potential to develop into deeper and more reflective conversations about culturally responsive pedagogy. However, supervisors did not pursue these openings, thereby missing opportunities to scaffold student teachers' thinking about CLRP. These themes—Failed Attempts, and Missed Opportunities—are presented below. Through my interpretive lens, I also explore possible factors that may have contributed to the limited nature of these conversations.

Failed Attempts

Two supervisors, Edwin and Missy, initiated discussions with one student teacher each, addressing culturally responsive pedagogy. Although student teachers engaged in the conversations, the discussions shifted away from the intended focus.

What do I do with my shoes? In her conference with Clara, Missy re-introduces a topic discussed in a previous conference about a student who constantly took off her

shoes at school. In Missy's interview with me, she explained that the initial conversation about this student taking off her shoes was one that had not been recorded. In that conversation, Clara had explained to Missy that, for this student, the expectation at home was to take shoes off at the front door. The CT had shared this information with Clara. Although she attempted to frame the student's behavior through a cultural lens, Clara's responses reframed the issue as one of inappropriate behavior:

Missy: Ok. I'm going to… ask just to, kind of an aside question, going back to…something you had mentioned a couple of weeks ago and I've had time to process a little bit and when we had a little discussion about cultural awareness.

Clara: Mm-hmm.

Missy: And…you had mentioned a particular student…taking off her shoes a lot. I'm wondering how that's going?

Clara: She's gotten a lot better. She actually did it earlier but it's because she had something in her shoe.

Missy: Ok.

Clara: So that's gotten…so she actually keeps them on and understands now that this is school and you need to keep them on and stuff so that's gotten a lot better.

Missy: Sure, and how did she come to that understanding? Was it a conversation that someone had with her or?

Clara: I know I haven't, and I don't know my CT. I don't think we've had. I think she just kind of started to see maybe, just being in the classroom.

Missy: Ok.

Clara: And we always redirect her too: "you need to leave your shoes on when you're in school"; like I'll redirect her in that way, but not a set conversation, but just that redirection of, like, "you need to put it on, you know, leave your shoes

on here in school" 'cause every time she'd take it off, they would make fun of [her].

Missy: Did you did you explain to her why? Or did anyone tell her why it's important to have her shoes on? The safety thing.

Clara: Yeah. We always do that you know check yourself, hands and feet here you know. Leave your. So when she'd take them off, we'd tell her to put them on. We'd direct her to, you need to stay in your square, you know. We have that 'check yourself.' So it's every time after we get back on the carpet, they have to check their bodies.

Missy: Sure.

Clara: Now we're relating that to staying safe. Why you need to stay safe. This is why it's important and stuff like that so…

Missy: Sure.

Clara: But yeah, no, that's taught, so yeah.

Missy: Now, was it going on for a while?

Clara: It was at the beginning when she had been here and then when I've been here. I saw it I would say for at least a little above two weeks, maybe two weeks straight when she was doing it every day just seeing her taking off her shoe, taking off her shoe.

Missy: Yeah.

Clara: And then now, I mean, just like I'm thinking I haven't seen that anymore. The other day she did it, and I was like I hope she's not going to want to take off her shoe, but then there was something stuck in her shoe and she was trying to clean her shoe (giggle).

Missy: (giggle) how funny.

Clara: Yeah. So I mean she's …she's grown a lot a lot a lot that little girl.

(MC6T, lines 256-299)

From this exchange, we see that Missy introduced the topic by reminding Clara that they had had a conversation about cultural awareness, which she wanted to discuss further, and referred to the student who took off her shoes. Clara responded by reporting that there was a decrease in the behavior, which she framed as inappropriate in the school environment. Clara seemed to miss the cultural nuance alluded to by Missy. Clara continued to focus on the student's behavior; Missy went along, essentially giving up on her attempt to engage in problem solving from a cultural perspective.

In this conversation, although Missy initiated the conversation by referring to cultural awareness, she did not elaborate explicitly; i.e., she did not ask if the student had been taught that there were sometimes differences in expectations between home and school. Neither did she remind Clara that they had learned that taking one's shoes off was the cultural norm at home. Clara did not seem to notice Missy's intent, possibly because Missy was not explicit and perhaps because Missy did not pursue it again.

Clara responded in the negative each time Missy asked if anyone had provided reasons to the student. The fact that Missy asked this question twice suggests to me that she felt it was important to provide the child with reasons for school norms. Two thirds of the way into this conversation, Missy shifts to a behavioral lens when she asks "Now, what this going on for a while?" Although the conversation did not develop in the way intended by Missy, Clara had already provided answers to Missy's questions: the student had learned to keep her shoes on in school, she had come to that understanding in absence of adult explanation and the 'safety thing' also been taught. Perhaps Missy did

not pursue with this line of questioning because the student was now demonstrating the appropriate behavior.

The analysis of Missy's three supervision conversations with Clara indicated that there were several instances where Missy provided Clara with explicit suggestions, sometimes framed as questions ("Or did anyone tell her why it's important to have her shoes on? The safety thing."), and sometimes with models of what to say ("I mean the reality is your lesson and your day is going to get mixed up, so you may not have the opportunity to do your closure right at the end of that lesson, but when you come back into a group, you can say 'Ok, so remember when we did this at table time' and you can tie it in to whatever you're building on" (MC6T, lines 1780-181, 183, 185)). It would not have been unusual for Missy to use these types of statements in this conversation. Yet, she did not did not maintain her emphasis on cultural responsiveness or equity, which may explain, in part, why this exchange failed to promote a deeper reflection about CLRP. In addition, engaging with the family in cultural reciprocity could have been another meaningful discussion for this situation.

Girls do math. Edwin observed a lesson in Lisa's resource room setting, in which a group of students were working on math TAKS practice. He commented on the fact that all the students in this 6th grade math group were girls:

Edwin:	Yeah, it was so curious to me that it is a group of all females because…, I mean, it just, for my mind it was like, ok we tend to think that females are…
Lisa:	In middle school resource, you would think mostly <u>male.</u>

Edwin: …males, and also females being a little underrepresented in the STEM type of areas, like in the science, technology, engineering and math.

Lisa: Mm-hmm. Yeah.

Edwin: It was like, gosh well now we have all females here, I wonder, you know, just some big questions began to pop into my mind about…

Lisa: Mm-hmm.

Edwin: …I was curious to find out.

Lisa: Yeah.

Edwin: 'Cause you don't see that too much of it being, mostly it's all males most of the time. That turns into kind of like a, a locker room situation, with the opposite kind of effect you know…

Lisa: (laughter)

Edwin: … a coaching mentality you can take on with that.

Lisa: Yeah. Yeah, it's kind of interesting the way that that one boy that we do have,…, he won't use any of this. He doesn't like to use the strategies around the others, you know, whereas they're [the girls] very eager to ask for help, like if I, when I go in there for inclusion, it's like you know, almost being pulled in like ten different directions, 'cause they all want help.

(EL8T, lines 50 -68)

It is difficult to determine the direction in which Edwin intended this conversation to go. Although he brought up an issue of institutional equity, the conversation developed into one about teachers taking on a coach persona in a room full of male students. Although Lisa's initial comment demonstrates her knowledge that usually there is an overrepresentation of male students in a middle school resource room, she extended

Edwin's thought by contrasting her experience with female students and "being pulled in like ten different directions." This led into a conversation about a young male student who refused to be grouped with the girls.

The conversation continued as follows:

Lisa: …and he wants nothing to do with it. Like just leave me alone and let me, you know, try it myself and guess if I have to, but I don't want anyone to come help me.

Edwin: Right. Then we begin to like peel back some of the layers of like culture and identity in that kind of thing, and maybe it's kind of…

Lisa: Mm-hmm, why he wants to do it, yeah.

Edwin: Like *machismo*. Who knows? I don't know that kiddo in the circumstance.

Lisa: Mm-hmm.

Edwin: But you can begin to look at it through that kinda way of seeing it too (inaudible).

Lisa: Yeah. Well yeah, and then kind of the sorority feel in here is really the same way in there, like they, tend to sit together, and they, they want to talk to me, they want *me* to help them. Even when they don't need help like specifically the girl who sits right over here…she'll like she'll finish a problem and then call me over and be like, "Is that right, did I?"

Edwin: Hmm.

Lisa: And she'll look at me like she needs help, but I'll say "You finished it! You're done! Move on to the next one, you don't need me to tell you. You're done," (pause) so…

(EL8T, lines 72-86)

In this segment, Edwin began to explore the topic of culture, specifically gender, as a possible reason for the male student refusing Lisa's help. He brought up the concept

of *machismo*, which he defines as "culturally-informed pride in that which is masculine, and taking pride in that which is masculine" (Edwin, personal communication, May 28, 2013), thus suggesting that the student's refusal to work with Lisa could be explored through a sociocultural lens. Lisa's initial response, "Yeah. Well, yeah," suggests that she understood Edwin's reference, although it is not clear and not explored further. Edwin continued by attempting to point out again that this the issue could be explored through a cultural lens. However, she returned to her thoughts about group of girls and how the sorority mindset existed both in the inclusion classroom and the resource room. The conversation about the young man is not addressed in the remainder of their conference. Following both Edwin's attempts to initiate topics about culturally responsive pedagogical concepts, i.e. structural inequity and culture/gender, Lisa returns to her conversation about the attention seeking nature of the group of girls.

In his interview with me, Edwin explained that he wanted his student teachers to take on more responsibility in their conversations. Perhaps the fact that Lisa seemed to continue to refocus on the girls' behavior influenced his decision to let her lead the conversation. However, despite his hypothesis that the student in question was Latino, the identity of the young man is not explored further.

The conversations described above highlight attempts made by supervisors to frame educational situations experienced by the student teacher from a cultural lens. For various reasons, the conversations did not develop in the ways intended by the supervisor; in both cases, however, supervisors recognized that they could present the situations through a cultural frame. In the following scenarios, it seems that supervisors

themselves did not recognize the cultural frames they could have used to address the situations that arose.

Missed Opportunities

In conferences with student teachers, opportunities arose for Michelle and Edwin to engage in discussions about culturally responsive pedagogy. However, these openings were overlooked

Culturally and linguistically responsive instructional strategies accepted at face value. Both of Michelle's student teachers responded to Michelle's open-ended questions by informing her about the CLRP instructional strategies they used in their teaching. It seemed that Michelle would positively evaluate these strategies, or describe how she saw them used by her student teachers. (e.g., "…it's obvious that you've done a really nice job reviewing those vocabulary words, and you know, connecting to their prior knowledge with you know, the actual like scientific terms, so I thought that was really impressive (MS6T, lines 32-35)). Stephanie had mentioned explicit teaching of vocabulary and connecting to prior knowledge in her previous comments, as two strategies she had used. In another example, Anna had mentioned linking to students' background knowledge in her instruction. Michelle responds by acknowledging, describing and praising her:

> Michelle: …they do enjoy the background knowledge, even little things about how to you incorporate things that they enjoy into like…explaining concepts…they seem to really enjoy that, so I think you've done a really nice job of trying to understand where the students are coming from and what they're needing.

(MA8T, lines 46-48, 50-52)

Michelle often accepted both her student teachers' responses about culturally responsive instructional strategies at face value, thus possibly validating their ideas. However, when considering student teachers' use of CLRPs, it should be important to determine how instruction was responsive and to whom, in order to ascertain whether the strategies implemented were truly responsive.

Conversations such as this one could have been opportunities to explore which specific students the student teachers had in mind, how and when they would have deployed those strategies, and why those strategies were appropriate. Conversations of this nature call on student teachers to draw on their knowledge of the students in the classroom, as well as their knowledge base about culturally responsive pedagogy, in order to link theory to practice. Perhaps a conversation of this nature could also be used to probe thinking about appropriate cultural/linguistic scaffolds, future lesson topics and other cultural considerations.

My students' voices. In their final post-observation conference (MA8T), Michelle asked Anna if she had any future goals (p. 156-157). Anna stated that one of her goals was to center her curriculum based on students' interests and their goals. Anna's goal suggests that she recognized a shortcoming of her instruction. Michelle affirmed Anna's goal, replying "I think that's a good goal" after which the conference ended.

One of the roles of a supervisor would be to support a student teacher in working towards achieving their goals. With that in mind, Michelle missed the opportunity to extend Anna's thinking by asking her to elaborate further on why those goals were

important and how she intended to work on those goals. Engaging Anna in a conversation about why she felt it was important to include student voices in determining her curriculum may have led to critical reflection on Anna's part. The conversation about how she intended to achieve her goal could have resulted in Anna using her knowledge base about CLRP and generating ideas for curriculum and pedagogy incorporating those ideas. Michelle's act of acknowledging Anna's goal did not serve to encourage Anna to share her voice.

It is worth mentioning that this was Michelle and Anna's eighth and final supervision conference for the semester, which could be a reason Michelle did not continue the conversation about future goals.

How about creating third space? During their conversation about the student whose family ascribed to the Jehovah's Witness tradition (pp. 188-189), Edwin provided Gabrielle with scaffolding and suggestions for teaching this student with autism about forming friendships in school. He was mindful about respecting the family's belief system, yet also talks about challenging them, which seems to result in a mixed message. Although Edwin provided Gabrielle with a suggestion of how to address her concern about this student at school, he did not discuss with Gabrielle the notion of cultural reciprocity, with which he was probably familiar.

Kalyanpur and Harry (2012) explain that through building cultural reciprocity, educators would seek an understanding of the family's values around disability as well as parents' goals for their children. Cultural reciprocity involves (a) identifying the cultural values embedded in the professional interpretation of the students' difficulties; (b)

exploring whether the family recognize and values the same assumptions or how their views differ; (c) acknowledging and giving respect to any cultural differences, and explaining the cultural basis of the professional assumptions; and (d) exploring alternative ways to adapt the professional interpretations to the value system of the family, by creating a third space for open discussions and collaboration. Cultural reciprocity ultimately empowers both parents and professionals in the best interest of the student.

The conversation about this student in Edwin and Gabriella's post-observation conference provided an opening for a more in-depth and critical conversation about this topic. Edwin brought up this topic of conversation, because he had read in Gabrielle's self-evaluation that it was an issue about which she had expressed concern.

This could have been an opportunity for Edwin to support Gabrielle in thinking about cultural reciprocity in the creation of appropriate instruction and IEP goals that acknowledge both parents' and teachers' goals, and to encourage her to create a third space in which both parents and professionals could discuss beliefs and goals in a safe and respectful environment. However, as he did not point this out to Gabrielle, she may not have considered the option of meeting with the students' parents for a discussion about her concern, especially given her role as a student teacher and not the classroom teacher. In fact, by introducing or extending Gabrielle's understanding and application of cultural reciprocity, he likely would have created a learning opportunity for himself and perhaps the cooperating teacher too.

The right to services. This final episode is one that stood out to me. In the excerpt about the all-girls group in Lisa's class (p. 200) an opportunity arose to clarify and address what seems to be an important issue. It appears from that conversation, that the male student in question ("the one boy we do have"), was not receiving the support services to which he was entitled, either in the inclusion classroom, or in the resource room. I cannot make conclusions on the basis of this based on the data I have, but the question of not having access to special education services has serious implications for the student in question. Lisa mentioned that the boy seemed to refuse her help when she went in to the inclusion classroom. It is clear from the transcript (EL8T), that the boy was also not present in the resource room for this math lesson. The remainder of this conference shifts to various topics, but never comes back to this young man. Where and when did he receive the services to which he was entitled? We know that Edwin did not pursue the conversation about the boy's identity; he also seemed to overlook the fact that the student was not receiving support in math or from Lisa. Edwin could have guided Lisa in thinking about this situation further. One obvious option would have been to have a discussion with Lisa's CT about the student, in an effort to explore this situation further.

This situation may also highlight that students can be at risk of not receiving services if they feel isolated or isolate themselves from their peers on the basis of gender (in this case), presenting another reason why teachers and supervisors must be vigilant and think in terms of equity.

The conversations described above bring to the forefront the undertakings attempted and opportunities missed by supervisors to engage in conversations about culturally responsive pedagogy at deeper levels. In an attempt to uncover possible reasons for these occurrences, I analyzed other available data about external factors that may have contributed to these limited outcomes. The following section draws on these data sources, predominantly the supervisor reflection forms completed after each post-observation conference, and the semi-structured interview I conducted with each participant.

Factors Influencing the Nature and Quality of Supervisory Conversations

Supervision conferences between supervisors and their student teachers typically occurred immediately following a lesson observation. They took place in different locations, sometimes in the classroom where the lesson was taught, and sometimes in a separate area of the school. By examining contextual information about the supervision conferences, I hoped to ascertain possible factors that may have influenced their outcome. In the following section, I describe supervisors' use of the conference guide, student teacher teaching settings, the influence of the cooperating teacher, and supervisors' knowledge and skills.

Adoption of the Supervisory Conference Guide

Prior to the Spring in which this study took place, supervisor observed lessons and recorded their notes in a two-column running record sheet; the first column was generally used to write notes of events as they unfolded in the classroom, and the second column

was used for questions, thoughts and comments that supervisors may have had. In this semester, although the observation form was similar, a supervisory conference guide was added. Supervisors were asked to use this guide in their conferences with student teachers. I hoped to determine who used the guide, how it was used and which content (if any) proved useful to the supervisors during their supervision conferences. Comments from several sources of data, including reflection forms, meeting notes and semi-structured interviews indicate that the guide played an instrumental role in the nature of supervisory conversations in during the semester of the study.

Process. At the beginning of this particular Spring semester, supervisors were asked to use the guide sheet in their conferences with student teachers. This tool added a different component and changed the procedure with which the supervisors were comfortable. Two supervisors indicated an initial resistance to this. During his interview, Edwin recalled the initial tensions he had:

> I got very attached and comfortable with the running record and hamburger compliment sandwich, halos and horns...There was a part of me that just wanted to make sure I was using it right, but after that subsided….I had a mixture of, 'I want more training', 'I don't feel prepared', and also being like 'it's nice to have these here, and I know these help represent the kinds of conversations I want to be having', so I kind of had both of those feelings simultaneously (Edwin, semi-structured interview, March 15, 2013).

Michelle indicated her struggle, mostly with the structure and format of her supervision conferences, saying in her interview,

> I'll be honest. When we first got the form, I was like dang it! 'Cause I have my system. But when I started using it, I was like, this is SO much better than what I was doing…I also knew this is better for the student teachers. This is gonna be better for the kids…this might be a little extra work on you as a facilitator but this is needed, this is what

> the kids really need and the teachers really need to be better teachers, that's kind of really what pushed me…more work for me, but better for them. (Michelle, semi-structured interview, March 11, 2013)

Although all supervisors had the conference guide during each of their conferences with student teachers, there was variation in the way and frequency with which it was used. During the mid-semester facilitator meeting, Edwin reported that he usually had a printed copy of the guide sheet out on the table as he was doing his observations. He commented on his reflection form:

> Unfortunately, I left my binder in my car that had the hard copy of the flection guide. I usually have it out to glance at during the observation, so I had to pull out a version that I had that was most accessible on my computer and it was the version from January… This shouldn't happen again because I almost always do have that binder with me (Edwin, Reflection Form, 4-11-12).

Missy reported that she had a digital copy open on her laptop, side by side with the running record form. This allowed her to copy and paste prompts from the guide sheet directly into the comments section of the running record. In her interview, Missy indicated that she "pulled up prompts on one half of the computer, so I could cut and paste prompts in my feedback. If we didn't have opportunity to talk…take a look at my feedback form. I was at least able to tie that in."

Michelle used a different approach altogether:

> I had this sheet out as I was typing, so I had things to look for, things I could put down in the written feedback that I could address. I started out….I would have one sheet out per person for each conference but then it got to like too many papers. But if I didn't have time to write it, I would highlight just it real quick. But then I just did it one sheet per intern, so I could look at it and see what I had highlighted previously. (Michelle, semi-structured interview, March 11, 2013)

Over the course of the semester, two supervisors changed their approach to using the guide. In some conferences they referred to the guide a few times, while in other conferences they did not use the guide at all. Comments from two of Edwin's and Michelle's reflection forms highlight this:

> I found two or three that I could pull from that were related to our conference today. (Edwin, Reflection Form, 4-4-12)

> I highlighted the questions in the guide sheet that were relevant to the observation and I asked those questions for this observation as well. (Michelle, Reflection Form, 2-26-12)

Towards the end of the semester, the supervisors seemed to have become more comfortable with the form, sometimes to the point where they did not use it, per se, but its presence served as a prompt for conversations about cultural responsiveness:

> I'm finding that just having it around (its presence) serves as a reminder for me for certain things to be looking for (Edwin, Reflection Form, 4-19-12)

> I had it opened, but I am starting to memorize what is on the form… which is great! (Michelle, Reflection Form, 5-3-12)

Content. There was also variation in the content used from the guide sheet. Following are some comments from the weekly surveys completed by the supervisors that highlight this variation:

> I found myself relying more on the "further prompts", rather than the examples [of indicators] (Edwin, Reflection Form, 3-26-12)

> I had the indicator sheet in front of me to make sure that the language of the indicators and my observations are consistent (Michelle, Reflection Form, 2-26-12)

> The examples [of indicators] provided opportunities for focus that I may not have thought about otherwise (Missy, Reflection Form, 3-26-12)

Supervisors' comments revealed that they perceived the content of the guide to be useful:

> Very helpful, especially when looking at the different sections of the lesson…it really has helped to ignite conversation and provide an outline for how we discuss the lesson. (Michelle, 2-26-12)

> The examples provided opportunities for focus that I may not have thought about otherwise. (Missy, Reflection Form, 3-26-12)

> Helpful reminders. I found the prompt about "relevant material used" was particularly helpful…in the feedback, I was not sure what was informing her choices of materials and if they related to her students SES backgrounds, or whether they were from the curriculum – or the preferences of the CT. (Edwin, Reflection Form, 4-11-13)

Supervisors' actual use of the conference guides. I analyzed supervisors' actual use of the conference guide by examining the conference transcripts and their observation notes. I was interested in which columns, indicators and prompts were most used.

Michelle used several prompts from the conversation guide both in her observation notes and in her conversations. The majority of the prompts were from the first column of the guide, which are examples of indicators for each component of the lesson cycle. Additionally, Michelle used her own version of the prompt "How was your lesson culturally and/or linguistically responsive?" as one of her opening questions twice with each student teacher. Missy, however, did not use any prompts directly from the conference guide. Although Edwin did not use any prompts from the conversation guide explicitly in his conversations with student teachers, many of the prompts from the third column of the guide are used in his observation notes. As indicated, supervisors' actual

use of the guide varied dramatically. In fact, there were no commonalities found between supervisors.

Reflecting on the utility of conference guide. When asked about the guide during their interviews, almost a year following their use of the guide, all three supervisors indicated that they had found the guide to be useful. Missy noted that it was "helpful to have examples laid out for us," that the "prompts were the most helpful thing,' and that it helped to "hone your feedback on what's going on in the moment." She also indicated that if a prompt fit based on what she saw, "I'm going to bring that up" and "I could see the language…and weave it into the conversation."

Edwin commented that the guide had "value and utility and practical application that people are looking for in the wider community…like in the conferences we're going to." He summarized his thoughts, saying, "In general, lots of teachers I've met and college professors want to include these type of things but don't know the how…there are not a lot of toolkits available."

Michelle observed that student teachers found the conversations very useful:

> they could bring things in they were learning in class, and they could bring it in to their real life. They had their professor…and then they had their facilitators who were going through the same training, had things to talk about, things to ask, and they were able to talk about it in that setting as well. Making connections between the two were really important. I think you need both pieces. (Michelle, semi-structured interview, March 11, 2013)

She added, "I think the culture piece was left out of the PDAS for sure" (semi-structured interview).

Focusing on CLRP. Specifically, the guide was useful in helping supervisors talk about cultural responsiveness:

> I found it very useful today. As I am getting more familiar with the new materials, I more equipped to facilitate the conversations in the direction of culture and cultural considerations (Edwin, Reflection Form, 4-11-12)

> I see many examples in Anna's teaching! It has been great talking about what types of lesson/language/nonverbal communication promotes learning for sts [sic]who are culturally & linguistically diverse (Michelle, Reflection Form, 4-18-12)

> Using the prompts has made it easier to determine when (during the lesson) I can connect what I'm observing to culturally responsive teaching, and is enabling me to engage in more fruitful reflection with the student teacher (Missy, Reflection Form, 3-26-12)

> …this lesson was in Spanish, since I do not speak Spanish, it was helpful to find indicators to help start conversations about how Anna thought she did throughout her lesson. (Michelle, Reflection Form, 4-13-12)

Supervisors also indicated that over time, conversations about cultural responsiveness became more comfortable and that student teachers were able to have more effective conversations about those topics. Edwin indicated that his conversations "evolved" and attributed this to the combination of using the guide and his role as the Teaching Assistant for SED 337, saying "I would use the forms and tie it in to 337, such as the paraeducators dialogue project and the family dialogue project, fusing those in, and scaffold in that kind of way." Missy commented that over the semester "the student teachers noticed it too…there was a cultural shift…more about culturally responsive pedagogy…because we were using this." She also noted that it could be uncomfortable to

have conversations around culture, but that the form eased some of her awkwardness over time.

> It can be a little uncomfortable having a conversation about culture…it can be extremely uncomfortable if I was having that conversation with someone of a different cultural background than me. They're an expert in their culture, and I'm an expert in mine,…it can be difficult to navigate their conversations, based on how they approach their teaching, and then how their kids are perceiving it based on their own cultures…there's a prism of colors and overlaps. But it was helpful to have a buffer…it boosts confidence. And to see it observation after observation. Insert into the form, then into the conversation….It became much easier…didn't seem forced. (Missy, semi-structured interview, March 12, 2013)

Michelle noted, "I think almost every conversation we had centered around culture, and centered around language they could use or different things they could do to meet more the students' needs."

Reflecting on CLRP focus. During their interviews, almost a year later, when asked about the utility of the form in terms of conversations about cultural responsiveness, there was agreement among the supervisors about this. Missy commented that having the form "definitely made a difference" and related it to the Intercultural Communication and Collaboration (SED 337) class that student teachers were attending the same semester, saying, "…it tied in what they were learning…and reinforced what they were hearing in the classroom…it seems to fit… they are learning about it, and here, we're having those conversations about it." Edwin reported that in his current semester of supervision, he has the guide in mind, and although he hasn't been using specific prompts, he is asking questions about how lessons "are meeting the needs of the students in your classroom, students who are female, or Hispanic, or bilingual." He also indicated

that he keeps a physical copy of the guide in the front folder of his supervision binder. Michelle perceived the guide as one of the main influences in Anna's growth as a student teacher:

> [The conversations] made her feel stronger as a teacher, could relate to the kids more, it made her blossom. It gave her a voice, and it gave her something she could contribute to. I know she had been blossoming before that, but it was really neat to see the difference from when I had her in first semester from when I had her her last semester…She was really unsure of teaching in her home language, but the more that she focused on how important it was for her to talk about "this is why it's a struggle for me, maybe this is why it's a struggle for them," she really took off and it was so neat to see her interact with the kids. (Michelle, semi-structured interview)

Summary. Although there may have been initial resistance to using the guide, by the time student teachers were in their Total Teach period, comments from all the reflection forms suggest that supervisors perceived the form as useful. As indicated in the comments above, there was certainly variation in the frequency with which the guide was used, as well as content used by each supervisor. Comments from supervisors during their semi-structured interviews indicate, in general, that supervisors perceived the guide to be useful for their conferences, and with respect to having conversations about culturally responsive pedagogy. Two supervisors mentioned that they had not had these conversations in prior semesters:

> I focused more on instruction and obviously some behavior, you know, but rarely did we talk about, you know, could there be a language difference, could there be a communication difference, so I think that that really opened the door for conversations. You know, maybe they're not just sitting there being defiant, maybe there's something else behind that (Michelle, semi-structured interview, March 11, 2013)

> I was aware of it – I don't think we acknowledged it all the time. Prior to using this, I would like to think these conversations were happening even at some level. In previous semesters…I was having the conversation about material selection and things like that. But using this, I got into deeper concepts that I hadn't previously (Missy, semi-structured interview, March 12, 2013)

There was also some indication that towards the end of the semester, supervisors did not use explicit prompts from the guide sheet, but instead that the guide sheet served as a prompt for these conversations.

Student Teachers' Classroom Context

Although I could obtain demographic information for the schools in which students teachers were placed, I did not have information on the students in the student teachers' classrooms. Therefore I was unable to make any determinations about CLRP beyond the information captured in the conferences and lesson observation notes. In addition, since I did not directly observe the lessons, I had to rely on audio recordings, which by their nature, did not capture all the necessary detail. Thus I was not privy to the context shared by the supervisor and the student teacher, missing data such as the range of student characteristics such as sociocultural background, linguistic variance, and disabilities. This information all add layers of complexity to the conversations that could not be captured….

Cooperating teachers. Another factor that seemed to influence supervisory conversations was the CTs stance about culturally responsive pedagogy. Edwin indicated mixed feelings regarding Lisa's CT's participation in conference. In one comment, he suggested her participation in their conference as a disruption:

> At one point, the CT came to join us in the chat, and it made me feel a little uncomfortable – I usually like to have these conferences in another space so it frees us up to examine practices a bit more critically (Edwin, Reflection Form, 3-26-12)

During her semi-structured interview, Missy spoke about her CT's 'level of awareness,' as an influence on the practices that Clara used in her teaching:

> It seems like we can do a lot, encourage these students to become more reflective, and culturally responsive in their practices, but if they're operating in a classroom in which their teacher isn't, then how effective can they truly be? How responsive can they truly be, when they're in a room that may not be supportive of it?
>
> So I think that, that's something that I don't know how to address…but it should not deter the conversation we have (Missy semi-structured interview, March 12, 2013)

It is possible that the conversation around the student who was taking her shoes off in school contributed to this comment. When Missy asked Clara whether anyone had explained to the student the difference in expectations between school and home, Clara had responded by saying "I know I haven't and I don't know if my CT has. I don't think we've had. I think she [the student] just kind of started to see maybe, just being in the classroom (MC6T, lines 269-270)

Michelle reported that Anna's CT has a positive influence on Anna's growth and her practice of culturally responsive pedagogy:

> And I think having a strong…she had a strong cooperating teacher, who I feel, really…really embraced the culture, found the positives in the kids and really thought the Spanish culture was important to these kids and something that should be celebrated, and so of course, speaking in Spanish is something we should be doing, that kind of mentality really helped Anna blossom that final semester (Michelle, semi-structured interview, March 11, 2013).

Michelle also reported that Anna's CT was helpful to her as a facilitator, when she observed Anna's lessons that were taught in Spanish, "Her CT and I kind of tag teamed it where we were giving her feedback at the same time which was really helpful for those Spanish lessons" (Michelle, semi-structured interview, March 11, 2013).

Although Michelle reported that Anna's CT was a positive influence on Anna and helpful to Michelle's role as a facilitator, both Missy and Edwin seem to be hesitant of the influence of two of the CTs with whom they worked.

Time

The average time (rounded to minutes) spent in supervision conferences varied across S-ST pairs from 4 to 13 minutes as follows: 4 minutes (Michelle and Anna), 5 minutes (Michelle and Stephanie), 12 minutes (Missy and Clara, Edwin and Lisa) and 13 minutes (Edwin and Gabrielle). Typically, supervisors and student teachers have time to discuss the lesson observed before the student teacher was expected to teach her next lesson. However, during Total Teach, student teachers are responsible for all duties of the classroom and toward the students. This typically decreased the time available for conferences in between the observed lesson and the student teachers' next set of responsibilities. Some comments from reflection forms suggest that time was indeed an influence on the duration of the conferences:

> In my discussion, I always allow the student teacher to open the discussion. We were a little tight on time, given that this is her Total Teach, and she had to get a student from another class after our conference. We discussed Skype and other options we would have to chat, but we agreed that this was the most convenient (Edwin, Reflection Form, 4-4-12).

> Lisa shared the same racial/ethnic background as the child, yet we could certainly have gotten into other layers of culture (SES, gender, etc.), if we chatted for longer (Edwin, Reflection Form, 4-11-12)

As indicated above, the supervision conferences are brief; this may have implications for the depth and quality of the discussion. Furthermore, during Total Teach, supervisors may be placed in the position of having to choose between discussing fewer topics in a bit more depth, or more topics at a superficial level. Neither of these options are really optimal for effective supervision.

Supervisor Familiarity with Discussing CLRP

Another factor that seemed to influence the nature and quality of discussions about CLRP in supervisory conferences were related to supervisor knowledge and skills, specifically their own level of comfort with discussing culturally and linguistically responsive pedagogy. Each supervisor commented on this in their reflection forms:

> I'm still working on modeling thinking through a cultural lens – it may be that we are (and I) are blending individual differences and considerations with culture – its distinction I still need some clarification on (Edwin, Reflection Form, 4-13-12).

> I am using the guide with my Intern II's also. It seems that the conversations about cultural responsiveness are becoming more automatic and naturally a part of many post observation sessions with ST's and Interns (Missy, Reflection Form, 4-11-12)

In response to a reflection prompt "The Observation Guide sheet enhanced discussion about culturally responsive pedagogy," Michelle responded "Still working on this ☺" (Michelle, Reflection form, 4-11-12)

Despite their varying levels of comfort, all supervisors initiated topics of culturally responsive pedagogy during their conferences with student teachers. Michelle

brought up several culturally responsive instructional strategies in her conferences, and discussed the role of building rapport with students as effective in their education. Missy discussed differences between expectations at home and at school, when talking to her student teacher. She also cautioned her student teacher about being aware of the (possibly offensive) language she used when managing student behavior. Edwin talked to his student teachers about concepts such as power distance, disproportional representation, the possible influence of gender and culture on a student's lack of participation. Each supervisor contributed to the conversation about culturally responsive pedagogy in their own way. Two supervisors attempted to have discussions that appeared to disintegrate prematurely. Two supervisors also missed potential opportunities to frame discussions through a cultural lens.

Chapter 5: Discussion

As a university supervisor for undergraduate students in a special education teacher preparation program, I felt underprepared to support my mentees in their practice of culturally and linguistically responsive pedagogy (CLRP). Although I had been working on my own education, through my doctoral studies in multicultural special education, I realized that I was much more familiar with the theory of culturally responsive pedagogy than with its application in classrooms. I could praise or advise my mentees on their use of multicultural literature, or for reframing a story from the perspective of different protagonists in a book, or for using Spanish to communicate with Spanish-dominant students, but I quickly realized that these comments were superficial at best. The practices mentioned above can certainly increase access to learning or contribute to a more equitable and pluralistic education; however, they represent the tip of the iceberg.

A statement in the formative and summative evaluation form for student interns always comes to mind "Offers equitable learning opportunities to all students regardless of race, sexual orientation, gender, religion, cultural and linguistic background, or disability." Culturally and linguistically responsive special education pedagogy has been proposed as a framework that could address the nuances of all aspects of diversity, if practiced with fidelity; however, there is relatively little guidance in the literature about how to translate theory to practice, in the preparation of new teachers. Even less is known about how teacher educators and supervisors can support student interns in adopting a

culturally and linguistically responsive outlook in the planning and implementation of their lessons.

I was driven both academically and practically to learn and understand how teacher educators and supervisors, in particular, could assist student interns/teachers to transform the concepts of CLRP they had learned in their academic university courses into the practices they would use in a classroom. Through this study I explored how supervisors engaged in post-observation supervision conferences with their student teachers, and in particular, how they promoted critical reflection about culturally and linguistically responsive practices. In tandem, contextual factors that potentially facilitated or hindered the quality of these conversations were also identified. In this chapter, I offer my preliminary conclusions in the form of working hypotheses, and relate my findings to available literature on observation tools for CLRP, critical reflection, supervision, and discourse analysis. I conclude the chapter with implications for research and practice.

Working Hypotheses

Supervisors were Successful in Eliciting Descriptive and Dialogic Reflection, but Not Critical Reflection

Prompted by supervisors' use of inquiry, student teachers were able to identify best practices in culturally and linguistically responsive pedagogy, and generate ideas for incorporating culturally and linguistically responsive strategies to meet the needs of their diverse learners. However, no student teacher demonstrated critical reflection about

institutional practices and their implications for society. This is consistent with the findings of other researchers who have studied preservice teachers and teacher education programs (Grant & Zozakiewicz, 1995; Hatton & Smith, 1995; Zeichner, 1995). For example, Hatton and Smith (1995) concluded from their review of 16 research studies about student teacher reflection, "there is little evidence of critical reflection on the part of students, most of whom demonstrate the technical and practical types" (p. 38). The student teachers were, however, able to critically reflect on themselves as practitioners; this aligns with a definition of critical reflection related to constructive self-criticism of one's actions with a view to improvement and transformation of one's own practice (Calderhead, 1989; Larrivee, 2000).

In her review of literature about supervision for equity, Jacobs (2006) concluded that preservice teachers would perhaps be able develop critical reflection of themselves first, before reflecting broadly about practices at schools and their implications on society. In order to cultivate this type of critical reflection, however, student teachers need to demonstrate cultural self-awareness as related to teaching diverse others (Abt-Perkins, Hauschildt & Dale, 2000). Howard (2003) contends that preservice teachers may find it difficult to examine their own biases, and thus guidance is needed from more experienced others. Abt-Perkins et al. (2000) suggest that supervisors guide student teachers to "shape their own problems in their own classroom contexts along 'cultural dimensions'" (p. 45), that is, to question their practices from the perspective of race, ethnicity, gender, beliefs and assumptions about teaching and learning. Hatton and Smith (1995) recommended that students should also be exposed to the literature of critical

reflection to understand its nature. Jacobs (2006) suggests, further, that supervisors need to engage in critical reflection themselves, and model critical reflection to their student teachers. The work in which students and supervisors are expected to engage is a reflection of the philosophy of the teacher education program in which they are involved.

The special education undergraduate program at UT-Austin shares characteristics that are similar to those of an inquiry-oriented program described by Zeicher and Liston (1985), that places "an explicit emphasis on encouraging students to reflect about the purpose and consequences of their classroom practice and about the classroom, school and community contexts in which they work (p. 157). For example, in the first semester of the Professional Development Sequence, student interns participate in a Field Experience course in which they visit different schools and special education settings. In the seminar portion of this course, they discuss and critique the schools from a cultural, moral and ethical standpoint. In addition, from their very first internship, student interns write self-evaluations of their lesson plans and implementation. From their second semester in the PDS sequence, student interns are required to write how they would meet the needs of learners from CLD communities in the CLD considerations section of their lesson plans. In their student teaching semester, student teachers focus on two students in their classrooms who are culturally and/or linguistically diverse from themselves, and write extensive self-evaluations about whether their instruction was responsive to the needs of those students. Therefore, by the time they are in their student teaching semester, student teachers have been provided with many opportunities for reflection over a period of two years, and at times with particular focus on learners from CLD

communities. However, the emphasis is on self-reflection and the impact of teaching practices. The student teachers in this study applied self-reflection in their student teaching practice, suggesting that they had successfully acquired this skill. Hence, the absence of critical reflection in this data set may indicate a curricular gap rather than students' limited ability to reflect at this level.

The philosophy of a teacher education program is closely linked to the "beliefs and assumptions about the nature and purposes of schooling, teaching, teachers, and their education gives shape or form to specific forms of practice in teacher education (Zeichner, 1983, p. 3). Zeichner noted that, in the *social reconstructionist* tradition of teacher education, the objective of teachers is to "work at changing their own practices because schools continue to reproduce a society based on unjust class, race and gender relationships" (as cited in Hatton & Smith, 1995, p. 37). Perhaps a teacher education program that articulated the tenets of a social reconstructionist tradition through its curriculum, field placements, and supervision, would be more successful at fostering a critical orientation in student teachers.

The Supervision Guide Created an Expectation, and Served as a Prompt for Supervisors to Engage in Discourse about Culturally and Linguistically Responsive Pedagogy

Supervisors' varied use of the observation tool indicated a gap in their level of preparation with regards to culturally and linguistically responsive pedagogy. Two of the three supervisors who participated in this study reported that there was limited or no

focus on culturally responsive pedagogy in their supervision conferences prior to the semester in which this study was conducted. Edwin was the only supervisor who successfully engaged student teachers in discussions about deeper levels of culturally responsive pedagogy, such as value systems and equitable teaching, and their application to classroom practice. This suggests that his own experience and familiarity with these concepts, gained through his doctoral studies in Multicultural Special Education, may have served as better preparation for effective use of the supervisory conference guide.

All supervisors also reported, that they used the guide during their conferences, either in their observation notes, or as conversation prompts. Each one noted that the guide was useful; they shared this sentiment while using the guide, as well as one year later, in their interviews. One supervisor mentioned using the guide not only for her student teachers, but also for her student interns, raising the possibility that the guide may have potential for broader application in supervising field placements prior to student teaching. Each supervisor also commented that a tool such as this one would be useful for future supervision.

Regardless of the extent to which prompts were taken verbatim from the guide, or the frequency with which CLRP conversations occurred, the presence of the supervisory conference guide seemed to serve as a reminder to focus part of the conference on culturally and linguistically responsive pedagogy. In the absence of the guide, it seems as though the conversations around CLRP were limited or non-existent. Thus the guide seemed to create an expectation and served as a prompt for the incidence of discourse that focused on culturally and linguistically responsive pedagogy.

Although many observation instruments have been used and developed to serve as formative and evaluative feedback to student teachers (Pajak, 2000), few forms have been designed to inform the development of culturally and linguistically responsive practices among preservice teachers, and specifically special educators. The research on such observation tools implies that there has been mixed success with these instruments in capturing overt behaviors that represent culturally and linguistically responsive pedagogy (Applin, 2005; Howard, Sugarman, & Coburn, 2006; Short & Echevarria, 1999; Sobel, Anderson & Taylor, 2003). Because many of the tenets of CLRP are utilized during the planning of the lesson, prior to its implementation, a supervisory conference guide such as the one used in this study can serve as a scaffold for supervisors to engage in discussions about the planning, implementation and outcomes of culturally and linguistically responsive pedagogy, making connections between each stage. Debriefing about the outcomes of the just-observed lesson could result in ideas that inform the planning of subsequent lessons, creating an opportunity for reflection-in-action and the development of a reflective model of teaching. This may prove more effective for understanding student teachers' pedagogical culturally responsive intentions and in turn, guiding their consistent implementation of CLRP practices.

Supervisors were Underprepared, and Required More Preparation in Supervision Skills, Including Learning How to Foster a Stance of Critical Reflection in their Student Teachers to Promote CLRP.

Supervisors began this semester with variable levels of knowledge, skills and experience with regard to supervision in general and to supervision for CLRP. A

divergence of supervision goals and supervisory styles (Zahorik, 1988), in addition to the complexity of mentoring relationships between supervisors and their student teachers (Hawkey, 1997), is likely to contribute to the idiosyncratic supervisory practices demonstrated in this study. Zahorik further pointed out that observation instruments do little to reduce supervisor variability. Nonetheless, additional preparation in supervisory techniques and in fostering critical reflection seems essential in ensuring supervision that is aligned with the goals of the teacher education program.

Limited preparation in supervision techniques. The participating supervisors had attended an initial training focused on coaching during their first month in the university supervisor role. This training was provided through a computer-based module entitled, *Becoming a Mentor: Practical Suggestions for a Professional Partnership* (Mycue, 2010). In addition, they received an orientation at the beginning of each semester from the undergraduate program coordinator. A large part of the latter was logistical in nature, and did not necessarily focus on mentoring, coaching or supervision techniques. At the beginning of the semester in which this study took place, additional training was offered that covered the concepts of culturally and linguistically responsive pedagogy and the introduction of the supervision conference guide. However, this training did not address techniques for supervision.

Limited training in supervision for critical reflection and CLRP. Although the presence of the supervision guide created a shared expectation amongst the supervisors to engage in discussions around CLRP with their student teachers, supervisors had varying levels of knowledge, exposure and experience in conversations

about CLRP. Edwin, who was invested in culturally responsive pedagogy, based on the triangulation of his own personal interest, the coursework in which he was engaged during the semester, and the requirement to use the conference guide for this semester of supervision, appeared to consistently and regularly bring up topics related to culturally and linguistically responsive pedagogy, by scaffolding the development of these conversations. The fact that Edwin seemed more at ease in discussing CLRP topics raises questions about the adequacy of preparation provided to all the supervisors for using the conference guide itself. Because the guide was finalized after the mid-semester supervisor meeting, supervisors did not receive adequate training in how to use that column specifically. It is possible that further preparation might have been useful**.**

The results of this study also suggest that, in some cases, student teachers may have had more knowledge about CLRP than their supervisors. For example, Anna's comments about centering curriculum on students' interests are concepts (personalization, self-determination) she would have learned in her reading of Hollins' (2008) *Culture in School Learning* as a course requirement. It is possible that her supervisor did not have exposure to this concept, thus resulting in the missed opportunity to further develop this discussion.

Finally, socio-cultural and linguistic differences between supervisors and student teachers raised the question of culturally responsive supervision; i.e., might there have been fewer missed opportunities or failed attempts if supervisors could have linked their debriefing conversations more explicitly to their student teachers' backgrounds and life experiences? How might supervisors' familiarity with student teachers' background

knowledge, life experiences, funds of knowledge, and linguistic experience influence their ability to provide culturally responsive scaffolds, in their supervisory practice? Although beyond the scope of this study, this elicits important questions for future research about culturally responsive supervision.

Pragmatic Discourse Analysis Could Serve to Identify Student Teacher Speech Acts that Demonstrate Levels of Reflection as well as Supervisor Speech Acts that Elicit Student Teacher Reflection.

Discourse analytic methods have been used to explore supervisory conversations in previous research studies. Zeichner & Liston (1985) examined the quality of student teacher thinking, while Guldern, Julide and Rana (2007) examined supervisor speech acts. To my knowledge, no study has explored the interrelationship between supervisor speech acts and student teachers' levels of reflection.

In this study, Austin's (1962) speech act theory played a central role in analyzing the pragmatics of interactions between supervisors and student teachers. I relied primarily on *perlocution* or the impact of the utterance on the speaker to code speech acts in the analysis of conversations. This analysis revealed some links between certain speech acts with different levels of reflection. In their study, Hatton & Smith (1995) found evidence of four distinct levels of reflection evidenced in student teacher written reports of factors that had influenced their thinking and action: descriptive writing (technical reflection), descriptive reflection, dialogic reflection and critical reflection. Student teachers' oral

discourse revealed similar levels of reflection, although the structure of phrases and sentences were different from the written examples provided by Hatton and Smith.

Notably, two types of student teacher speech acts were linked to descriptive reflection: evaluating impact and goal-setting. Through these speech acts, student teachers articulated reasons for using instructional strategies and identified best practices based on their own awareness of areas for their own growth. The speech acts, evaluating impact (negative) and generating ideas, were manifestations of dialogic reflection, where student teachers engaged in deliberate cognitive discourse in order to weigh alternatives.

In this study, supervisor's used various prompts (e.g., "What would you do differently?") to guide student teachers in generating ideas. Would increasing supervisors' use of prompts to elicit student teachers' generation of ideas increase student teachers' engagement in dialogic reflection? Similarly, if supervisors could guide student teachers to analyze why their practices did not have desired effects, student teachers would be supported to engage in weighing alternatives in thinking about possible reasons. Thus, a supervisor might make informed and deliberate attempts to lead student teachers to use dialogic reflection.

As described earlier, the supervisor speech act of scaffolding served to guide student teachers to understand certain concepts and practices at a deeper cognitive level. I was also interested in determining whether different question types generated different qualities of discourse from student teachers. However, no apparent patterns emerged in this analysis. For some student teachers, asking open-ended questions was most effective. For others, asking clarifying (closed) questions and prompting reflection about specific

topics proved most useful. Perhaps it would be a valuable endeavor to inform and explain to supervisors that different types of questions exist and to note and be aware of which type of questioning worked effectively with each of their mentees.

Because critical reflection was not evident in this data set, I was unable to identify any connections between speech acts and this level of reflection. This would be a worthy investigation for future research. Smith described critical reflection thus:

> As soon as a student starts to write about reasons for a situation/action/event *that go beyond* the immediate context (of actors etc.) and consider any wider aspects of the political, social, economic, historical factors, particularly those related to power, control, oppression, discrimination etc., that could contribute to the situation/action/event, then you have identifiers for critical reflection (personal communication, June 2013).

Hatton and Smith (1995) caution about two possible equity issues in the nature of reflective writing. First, they point out that evidence of reflection could be marred by "students' lack of ability to use particular genre constructions" (p. 42) in academic writing. Secondly, they also indicate that there is evidence that "socio-economic background may facilitate or inhibit the ability to use language in this particular fashion" (p. 42). It is interesting to note these points in reference to the results of my study, because this raises the possibility that response styles might also be indicative of a sociocultural or linguistic preference. As compared to their White peers, for example, both Latina student teachers needed more guidance or further questioning from their supervisors to verbally engage in higher levels of reflection, raising questions about the

influence of sociocultural influences on patterns of reasoning (Ting-Toomey & Chung, 2007). To the extent that these patterns reflect differences between supervisors' and student teachers' use of analytic, rational discourse, this could be an important element to consider when assessing levels of reflection during post-observation conferences. Although beyond the scope of this study, this is an area of needed inquiry, particularly when supervision involves supervisors and student teachers from different socio-cultural and linguistic communities.

Recognizing Constraints

Throughout this study, I have provided rich, thick descriptions of participants and the context of the study, so that readers have enough information to determine the transferability of my findings to their context. As a qualitative investigation, this research was not designed to produce generalizable results, and I acknowledge that it is bounded by certain contexts.

The special education program that served as a context for this study is situated in a large, research-intensive, predominantly white (until recently) institution, so my participants are bounded by this circumstance, in that they may not represent the types of students and supervisors who work and study in other types of teacher education programs.

This research study took place in a very specific context: a special education undergraduate preparation program that, at the time of the study, was receiving funding through a grant to develop, evaluate and institutionalize a restructured and improved

undergraduate teacher preparation program to prepare culturally and linguistically responsive special educators. Student teachers in the program completed two required courses that specifically focused on culturally responsive practice. In addition, several seminar courses supported this focus.

The use of predetermined classroom settings could have resulted, in some cases, in student teacher placements in which the students they taught were not significantly culturally different from themselves. This could have influenced student teachers' opportunities to engage in, and practice culturally and linguistically responsive special education. In addition, I did not have access to the demographic data for each classroom setting, limiting my own knowledge of racial/ethnic, socio-cultural, and linguistic variations; and the range of [dis]abilities among students in each classroom. This may have limited the degree to which I was able to interpret my findings. In addition, I did not have access to any conversations about CLRP that may have occurred between participants beyond the audio-taped supervision conferences.

The study included a small sample size for supervisors and student teachers, which resulted in a limited data set from which conclusions could not be drawn. For example, it was difficult to determine what type of prompts used by supervisors served to elicit different levels of reflection.

Researchers and practitioners who use this research should keep these factors in mind, and take into account how these factors could impact application to their own contexts.

Implications for Practice

In order to be successful at supervision, it is necessary for university supervisors to understand the purpose of their role as supervisors, have knowledge of the program philosophy and values, and access to and knowledge of the student teachers' academic curriculum (Beck & Kosnik, 2002; Cuenca, 2010; Darling-Hammond, 1999; Slick, 1997, 1998; Snyder & D'Emidio Caston, 200; Zeichner, 1996). One way to ensure this would be to increase the emphasis on communication between the program coordinator, faculty, supervisors and cooperating teachers (Darling-Hammond, 1999; Zeichner, 1996).

Supervisors should also be skillful in using techniques such as scaffolding and prompting reflection, as suggested by this study, or perhaps in using particular supervision approaches such as Cognitive Coaching (Costa & Garmston, 2002) or educative mentoring (Feiman-Nemser, 2001). For example, if using the framework of educative mentoring, supervisors would include these techniques in their repertoire of practice: (a) finding openings; (b) pinpointing problems; (c) probing novices' thinking; (d) noticing signs of growth; (e) focusing on the students in the classroom; (f) reinforcing an understanding of theory; (g) giving living examples of one person's way of thinking; and (h) modeling wondering about teaching (Feiman-Nemser, 2001).

Additionally, supervisors should have the ability to teach and model critical reflection (Abt-Perkins, Hauschildt & Dale, 2000; Jacobs, 2006). In order to do this, supervisors themselves need to know about the structural inequalities that persist in larger societal contexts and the ways that issues of race, ethnicity, language, and class impact teaching, learning and schooling (Achinstein & Athanases, 2005; Gay, 1998).

Supervisors also need to understand that schooling is political, teaching is a political act (Bowers & Flinders, 1991; Gore & Zeichner, 1991) and that "schooling and teacher education are crucial elements in the making of a more just society" (Zeichner, 2005, p. 507). Therefore, supervisors need to not only understand, but also to articulate and model critical reflection. To this end, supervisors should be skilled in reframing an existing situation, that is, extending beyond a *managerial frame* that highlights behavior and logistics, to a *human relations frame* focusing on relationship between students, and teachers and students, and *political frames* that focus on equity and access (Achinstein & Barrett, 2004; Achinstein & Athanases, 2005). Perhaps if talk were centered on equity, access, power and privilege as dominant topics, these issues would have resulted in teachers talking about culturally responsive pedagogy in order to achieve equity and access, and to address the issues of power and privilege.

Implications for the Selection and Preparation of Supervisors

If the goal of supervision is to foster critical reflection among student teachers, the results of this study suggest that the selection of supervisors may need to be carefully considered. Ideally, supervisors would be skilled at supervisory practices, be culturally responsive practitioners themselves, and have experience addressing issues of social justice within the education system. However, there is limited availability of personnel with such experience. This suggests that supervisors would need an orientation and ongoing training in both supervision techniques in general, and in supervision for CLRP and critical reflection. Another option is to provide tools, such as the supervisory

conference guide and ongoing training focused on how to use the tools, to scaffold supervision skills as related to CLRP.

Required participation in an environment such as a professional learning community, where supervisors are able to provide support for each other in their own development process (Abt-Perkins, Hauschildt, & Dale, 2000; Grant & Zozakiewicz, 1995; Jacobs, 2005) would provide an additional opportunity to integrate this knowledge and practice its application.

Finally, supervisors need preparation and opportunities to develop their own skills in order to practice culturally responsive supervision. In an approach such as this, supervisors would be mindful of the background experiences and knowledge of the student teachers under their supervision, and provide culturally and linguistically responsive scaffolds in teaching student teachers about teaching. Preparation could include coursework about culturally and linguistically responsive pedagogy and opportunities to role-play and critique supervisory conversations.

Implications for Supervisor Responsibilities

In the participating program, supervisor responsibilities included observation of student teacher lessons and post-observation conferences. If supervision responsibilities were extended to include participation in lesson planning with student teachers, supervisors could assist student teachers in planning culturally and linguistically responsive lessons and observe the implementation of that practice. In addition, their engagement with the lesson planning process could provide more opportunities to foster

reflection when planning, and to be able to link post-observations to the next cycle of instructional planning.

The limited time available for conferences during student teachers' Total Teach may also impose a serious constraint in that it places limits on the potential for depth of discussion about CLRP. With a limited time frame, supervisors have to make subjective choices between the topics that could be explored. If the supervisors were required to hold extended conference periods, then they could also be responsible for dedicating part of that time to CLRP and critical reflection. However, this would add to the supervisors' workloads and ultimately has financial implications for the program and department.

Programmatic Implications

Zeichner (1983) proposed that the approach adopted by teacher education programs is closely linked to what program leaders see as the purpose of schooling. He described the social justice agenda as an approach in which both teacher education and schooling are seen as avenues through which to establish a more just society. Program leaders could restructure the current program so that it is more aligned with a social justice or social reconstructionist agenda. This would imply changes for curriculum, faculty and supervisors. Cochran-Smith, Davis, & Fries (2004) provide a framework with which this may be achieved. In this framework, teacher educators would consider the (a) ideology of schooling, (b) the nature of the problems presented by the demographic imperative and its solutions, (c) the knowledge necessary to teach others, (d) teacher/adult learning, (e) the skills needed to teach diverse others, (f) the intended and

actual outcomes of teacher preparation, (g) recruitment and selection of teacher candidates, and (h) the coherence of the implementation of the framework. Although these approaches and framework were developed with general education in mind, they have implications for special education teacher education also, especially since there is no comparable database in special education literature. Practitioners would need to consider how a specific focus on disability might affect the operationalization of such approaches and frameworks.

A program of this nature could include literature on the nature of critical reflection (Hatton & Smith, 1995), and provide opportunities for students to learn and engage in critically reflective practice. Action research projects (Zeichner, 1993), and dialogue journals (Abt-Perkins, Hauschildt & Dale, 2000) have been suggested as possible sites for the development of this practice.

Furthermore, teacher education faculty would need to be supportive of the program's philosophy, share its diversity ideology, demonstrate culturally/linguistically responsive pedagogy, and be responsible for modeling and teaching it, so that culturally responsive pedagogy and social justice would be infused into all coursework, not presented only in stand-alone courses (Cochran-Smith, et al., 2004; Costa, McPhail, Smith, & Brisk, 2005).

Similarly, the purpose of supervision would be realigned with an orientation such as critical supervision (Smyth, 1985; Zeichner & Tabachnick, 1982), multicultural supervision (Abt-Perkins, Hauschildt & Dale, 2000; Davidman, 1990; Grant & Zozakiewicz, 1995), or culturally responsive supervision (Bowers & Flinders, 1991; Gay,

1998). Supervisors would also provide seminars in which they could model critical reflection to their student teachers.

To the extent that other teacher education programs have similar characteristics and supervisory practices as the program in this study, the implications for supervisor preparation and programs outlined here may be relevant to them as well. If existing opportunity gaps are to be reduced, and the needs of culturally and linguistically diverse learners are to be met effectively, extensive changes may be necessary.

Implications for Research

The findings of this exploratory study also have implications for future research that could serve to confirm or extend the scope of this study. For example, this study could be replicated for a prolonged period of time and with more participants. Similar studies are needed in different types of teacher education programs to determine transferability to various contexts. Placement of student teachers in more varied and diverse settings provides another variable for research. Studies are also needed to explore the interrelationships between patterns of intercultural communication and the styles of reasoning and reflection that occur in debriefings between culturally different supervisor-student teacher dyads. A research study could seek to examine whether extending supervision responsibilities to include participation in lesson planning with student teachers would result in lessons which were culturally and linguistically responsive.

Additional research could be conducted with the addition of more and ongoing training in using the supervision guide over an extended period of time. Such research

might investigate the effects of using prompts that include concepts such as *access, equity, power* and *privilege* on the depth and quality of critical reflection during supervisory conversations. Future research could investigate whether supervisor conferences focused on essentially critical issues would have a similar impact. In addition, using a prompt such as "What moral and/or ethical concerns occurred / could occur as a result of the lesson?" (Lambert, 2010, p. 149) could spark a discussion that is critically reflective in nature. With these in mind, the impact of professional development on fostering critical reflection and CLRP in student teachers could be explored.

In light of scant research in special education teacher education about supervisory practices, a number of topics warrant further study. Examining the coursework and curriculum for the nature and extent to which critical issues are included would help determine the extent to which students are exposed to literature demonstrating critical issues and critical reflection, the skills needed to develop critical reflection, and application of critical reflection within an academic context. Then, changes could be made to the curriculum in order to ensure that student teachers are exposed to the nature and practice of critical reflection, scaffolded by academic faculty and supervisors.

Similarly, studies of established supervision techniques such as Cognitive Coaching (Costa & Garmston, 2002) and educative mentoring (Feiman-Nemser, 2001) are needed, to determine whether these practices foster different levels of reflection and application of CLRP generally, and in special education in particular. Research is needed to determine whether supervisors who have foundational knowledge and practice with the implementation of CLRP are more successful in fostering these practices in their student

teacher mentees. This would serve to establish the specific background knowledge and skills that might be prerequisites in the hiring of supervisors for culturally responsive supervision, and others that should be addressed during orientation sessions once supervisors are employed.

The specific CLRP knowledge and skills reflected in the observation guide used in this study serve as a starting point, but additional research should be conducted to determine the nature and content necessary to provide effective professional development for supervisors. The knowledge, disposition and skills to supervise for cultural responsiveness are likely to need to be tailored to the specific settings (schools, communities, and teacher education programs), and sociocultural and linguistic characteristics of individuals involved (exceptional students, student teachers, and supervisors). Finally, research could be established to determine whether supervision conference that focused explicitly on how student teachers met the needs of their diverse learners resulted in extended discourse on CLRP.

Conclusion

This exploratory study was designed to investigate how supervisors engage student teachers in critical reflection and in fostering the development of culturally and linguistically responsive practice, as well as to identify external factors that influence this process. It adds to the knowledge base about supervision for cultural responsiveness in special education teacher education, as well as teacher education in general by highlighting the importance of professional development of supervisors to support the

preparation of culturally and linguistically responsive teacher education candidates. Specifically, supervisors, even those with some prior coursework and experience in CLRP, may need scaffolds such as supervision guides, and professional development in the use of such guides to facilitate conversations about culturally and linguistically responsive pedagogy. They must also learn methods and strategies for effective supervision in general, and specifically for CLRP in order to promote deeper levels of culture and its implications for special education. Their ability to practice CLRP and engage in critical reflection themselves are essential to their success in teaching these skills to the student teachers they supervise.

This analysis of supervisory conversations has the potential to inform not only the development of tools, but also the development of a framework for supervision to promote CLRP. The use of discourse analysis contributed towards understanding the thinking demonstrated by different levels of reflection. In turn, these findings have potential application to support teacher educators in the preparation of preservice special education teachers as they begin teaching in public schools in a country that is continuing to become more diverse.

> If supervisors are not personally and professionally committed to promoting gender and ethnic equity within the domain of supervision, getting teachers to do so in the classroom, will be impossible because supervisors, like teachers with students, cannot lead, direct, guide, or facilitate in terrains they themselves do not know, value, or do. (Gay, 1998, p. 1218)

Appendix A

Curricula to Support the Development of Culturally and Linguistically Responsive Special Educators

ALD 327 Sociocultural Influences on [Teaching and] Learning

In this course, students learn about the interplay between sociocultural factors such as ethnicity, culture, socioeconomic status, language and disability; it is designed to develop students' understanding of the interrelationships between disability and other sociocultural contexts that contribute to the teaching-learning process. Students also learn about the political contexts in which school systems are embedded, and concepts such as power and privilege, stereotyping, bias and disproportionality. One of the main objectives of this course is for students to learn about, and become aware of their own culture by exploring factors such as belief systems and values, communication patterns, socialization, and family history.

One project for this class includes a series of autobiographical reflections about communication styles, identity formation and value patterns. In another project, students interview a community member who is socio-culturally different from themselves, or an educator of CLD students. By engaging in this assignment, students increase their knowledge and understanding of the cultures of school and home/community. The Sociocultural Influences on [Teaching and] Learning course provides the foundational knowledge for future culturally and linguistically responsive practitioners and also the foundational skills for thinking critically about the influence of socio-cultural factors on students as learners, themselves as teachers, and the wider implications for schools and schooling in the context of the United States.

SED 337 Intercultural Communication and Collaboration

This course focuses on collaboration between professionals, collaboration between practitioners and parents, intercultural communication, problem solving, and application of principles of culturally responsive practice. For many of the activities in this course, students apply the concepts from readings and classroom discussions directly to the context and classroom in which they are student teaching. Coursework includes readings from the professional literature and small group activities that focus on application of theory to practice. Projects include dialogues with a family member of a student in their classroom and a paraprofessional educator, a Collaborative Intervention Project with a general education student teacher, and self-reflections. During their Total Teach, student teachers are also required to complete weekly self-evaluations of lesson plans and implementations of lesson. Within this assignment, student teachers choose two 'focus students' who are culturally and/or linguistically different from themselves. In

their lesson planning, student teachers describe how they plan to address and respond to the needs of these students in their lesson. In the follow-up self-evaluation, student teachers reflect on how students responded to their teaching and scaffolds, and think about how they will address any pertaining issues in their next lesson. In this way, student teachers are involved in an "inquiry-based model of critical, reflexive teaching" (Robertson, García, McFarland, & Rieth, 2012, p. 11).

SED 960 Apprenticeship: Research to Practice (Student teaching)

During this semester, student teachers are expected to apply evidence-based practices and principles of culturally responsive pedagogy in their placements, as well as to take over all the responsibilities of the cooperating teacher. Responsibilities are incrementally increased for subject area content and classroom management, planning and implementing lessons, supervising paraprofessionals, communicating with parents and collaborating with other specialists. These accumulated responsibilities lead up to three weeks of "total teach" where the student teacher becomes the classroom teacher. After these three weeks, the student teachers slowly relinquish duties, activities and lessons back to the classroom teacher, so that by the end of the placement the student teacher has no more responsibilities in the classroom.

Appendix B

Council for Exceptional Children
Professional Standards on Diversity

Adapted from:
http://www.cec.sped.org/Content/NavigationMenu/AboutCEC/Diversity/ProfessionalStandards/

Assessment

- Administer nonbiased formal and informal assessments. (ICC8S2)
- Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. (ICC8S6)

Beliefs/Historical Perspectives

- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. (ICC1K5)
- Historical points of view and contribution of culturally diverse groups. (ICC1K8)
- Impact of the dominant culture on shaping schools and the individuals who study and work in them. (ICC1K9)
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling. (ICC3K3)
- Strategies used by diverse populations to cope with a legacy of former and continuing racism. (ICC5K10)
- Personal cultural biases and differences that affect one's teaching. (ICC9K1)

Communication

- Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. (ICC10K4)
- Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.(ICC10S10)
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. (ICC6K3)

- Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. (ICC9S6)

English as Second Language

- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language. (ICC6S2)

Home and School

- Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction. (ICC3K4)
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. (ICC2K3)
- Potential impact of differences in values, languages, and customs that can exist between the home and school. (ICC1K10)

Instruction

- Strategies to prepare individuals to live harmoniously and productively in a culturally diverse world.(ICC5K7)
- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. (ICC7S8)
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. (ICC3K2)
- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. (ICC7S14)

Learning Differences

- Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences. ((ICC3K5)
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. (ICC5K4)
- Effects of cultural and linguistic differences on growth and development. (ICC6K1)
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages. (ICC6K2)

Learning Environments

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. (ICC5S1)
- Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences. (ICC5S13)
- Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage. (ICC5K8)
- Ways specific cultures are negatively stereotyped. (ICC5K9)
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.(ICC5S14)

Appendix C

The Sheltered Instruction Observation Protocol (SIOP) Model

Lesson Preparation

1. **Content objectives** clearly defined, displayed and reviewed with students
2. **Language objectives** clearly defined, displayed and reviewed with students
3. **Content concepts** appropriate for age and educational background level of students
4. **Supplementary materials** used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)
5. **Adaptation of content** (e.g., text, assignment) to all levels of student proficiency
6. **Meaningful activities** that integrate lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking

Building Background

7. **Concepts explicitly linked** to students' background experiences
8. **Links explicitly made** between past learning and new concepts
9. **Key vocabulary emphasized** (e.g., introduced, written, repeated, and highlighted for students to see)

Comprehensible Input

10. **Speech** appropriate for students' proficiency levels (e.g., slower rate, enunciation, and simple sentence structure for beginners)
11. **Clear explanation** of academic tasks
12. **A variety of techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

Strategies

13. Ample opportunities provided for students to use **learning strategies**
14. **Scaffolding techniques** consistently used, assisting and supporting student understanding (e.g., think-alouds)
15. A variety of **questions or tasks that promote higher-order thinking skills** (e.g., literal, analytical, and interpretive questions)

Interaction

16. Frequent opportunities for **interaction** and discussion between teacher / student and among students, which encourage elaborated responses about lesson concepts
17. **Grouping configurations** support language and content objectives of the lesson
18. Sufficient **wait time for student responses** consistently provided
19. Ample opportunities for students to **clarify key concepts in Ll** as needed with aide, peer, or L1 text

Practice/Application

20. **Hands-on materials and / or manipulatives** provided for students to practice using new content knowledge
21. Activities provided for students to **apply content and language knowledge** in the classroom
22. Activities integrate all **language skills** (i.e., reading, writing, listening, and speaking)

Lesson Delivery

23. **Content objectives** clearly supported by lesson delivery
24. **Language objectives** clearly supported by lesson delivery
25. **Students engaged** approximately 90% to 100% of the period
26. **Pacing** of the lesson appropriate to students' ability levels

Review/Assessment

27. Comprehensive **review of key vocabulary**
28. Comprehensive **review of key content concepts**
29. Regular **feedback** provided to students on their output (e.g., language, content, work)
30. **Assessment of student comprehension and learning** of all lesson objectives (e.g., spot checking, group response) throughout the lesson

Appendix D

Culturally Responsive Teaching Observation Tool

DIVERSITY IN THE CLASSROOM

OBSERVATION DOCUMENTATION

TEACHER: _____ SCHOOL: _____
SUBJECT AREA: _____ GRADE:: _____
OBSERVER: _____ DATE(S) OF OBSERVATION:_____

STANDARD: The teacher shall demonstrate competency in valuing and promoting understanding of diversity.

Directions: The observer and observee should collaboratively determine which section(s) of the tool should be selected as areas of focus. It may be that some items, particularly section #1 A and section #3 is completed by the observee, while section #2 is completed by the observer. Those reflections, observations, and conversations should focus on the following diversity factors: culture, ethnicity/race, gender, language, ability/learning, religion, socio-economic status, age, and sexual orientation.

SECTION #1: DIRECT CLASSROOM OBSERVATION

A. Demonstrates skill and competency in the design and application of inclusive instructional approaches, assessments,

Evidence:

1. Describe the environmental print displayed about the room that demonstrates a valuing of diversity (i.e., visual supports, posters, banners, etc.).

2a. Describe grouping strategies that enhance student achievement and promote non-like group interaction (i.e., ability level, gender, etc.

2b. Sketch the room with attention to the instructional arrangements.

BACK OF ROOM FRONT OF ROOM	What conclusions would you draw from this arrangement?

3. Describe specific instructional materials that illustrate valuing and promoting the understanding of diversity factors (i.e., multicultural literature, manipulatives).

4. How is the teacher adapting the lesson for individual students (i.e., differentiating instruction regarding diversity factors across content, delivery, or evaluation)?

Student (identified by name or clothing [e.g., color of shirt])	Explicit illustration that reflects a valuing of diversity factors

Please rate each item with the scale: 1 = little to no competency observed; 2 = fair to adequate competency observed; 3 = strong competency observed.		
5. Demonstrates appropriately needed "distribution of attention" to all students. Teacher attends to students in a manner that demonstrates respect for students' diverse abilities and experiences.		Comments:
6. The teacher ensures that all students understand and can carry out the procedures for instructional activities.		Comments:
7. The teacher makes instructional content relevant and linked to students' practical experiences, attends to learning styles and multiple modes of delivery, and checks for understanding.		Comments:

B. Reinforces and models the district's strategic priority of valuing and promoting understanding of diversity.

Evidence:

1. Works well with and treats with dignity and respect all individuals regardless of race, ethnicity, ability, language, gender, sexual orientation, age, or religion.

1. Tally the specific teacher comments and interactions directed toward each student.

Student	Praise	Question	Feedback	Direction	Redirecti	Other

2a. Describe the types of student-to-student and student-to-teacher interactions.

2b. What does the teacher do to encourage social and intellectual interactions and promote meaningful relationships to develop across diverse groups in the classroom?

Please rate each item with the scale: 1 = little to no competency observed; 2 = fair to adequate competency observed; 3 = strong competency observed.		
Establishes and maintains consistent positive standards for classroom behavior that are equitable for all students. The teacher demonstrates the ability to change and adapt his/her classroom plan after reflecting on changing student and classroom needs.	1 2 3	Comments:
Makes the physical and psychological environment safe and conducive to learning. The teacher uses the physical and psychological environment as a resource to facilitate learning. Provisions are made to accommodate all students.	1 2 3	Comments:

SECTION #2: GUIDED QUESTIONS FOR CONVERSATION

C. Continues to increase knowledge of equity and diversity issues and recognizes their effect on student achievement

Evidence:

la. Teacher identifies specific examples of what he/she has personally engaged in that demonstrates commitment to principles of equity and diversity.

a.
b.
c.

Ib. How did those experiences increase your understanding regarding the implications of teacher attitude and beliefs about diversity for student achievement?

2. Teacher articulates the specific goals that he/she has set aimed at personally increasing knowledge of equity and diversity issues and the resulting effect on student achievement.
   a.
   b.
   c.

D. Acknowledges that parent and community involvement in the education of students is key to achievement.

Evidence:

1. Teacher articulates concrete examples (i.e., newsletter, phone log, home visits, content-sharing documentation, mentors, field trips, guest speakers) of ways he/she has involved all
   parents, with outreach to parents who are underrepresented members in the community.
   a.
   b.
   c.
2. Teacher identifies concrete examples that illustrate efforts that welcome parents and community members into the classroom and encourage volunteering.
   a.
   b.
   c.

SECTION #3: ANALYSIS AND RECOMMENDATIONS

- *Areas of Strength:*
- Suggestions for continued attention to students' diversity factors:

Appendix E

Culturally Responsive Teaching

Observation Instrument

TEACHER: _____SCHOOL:_____

GRADE: _____ OBSERVER: _____

DATE OF OBSERVATION:_____

TIME BEGIN: _____TIME END : _____ NUMBER OF STUDENTS: _____

BRIEF DESCRIPTION OBSERVATION CONDITIONS (LESSON OBJECTIVE, STRATEGIES USED, ETC.)

Six Standards of Culturally Responsive Teaching (Gay, 2000; Applin, 2005) and selected indicators of those standards (Sobd & Taylor, 2004; CEC Common Core of Knowledge and Skills in Multicultural Education in Special Education; Applin, 2005.).

1. CULTURAL HERITAGES -Teacher acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
2. SCHOOL/HOME CONNECTIONS -Teacher builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
3. INSTRUCTIONAL STRATEGIES – Teacher uses a wide variety of instructional strategies that are connected to different learning styles.
4. INTERACTIONS- Teacher teaches students to know and praise their own and each other's cultural heritages.
5. CURRICULUM/MATERIALS- Teacher incorporates multicultural information, resources, and materials in subjects routinely taught.
6. PERSONAL HISTORIES- Teacher examines personal history and uses the information to inform his or her own teaching.

Using the following observation forms, indicate whether each teaching behavior was observed in the classroom (Y), or not observed (N).

Key for Observation Form
Y= Information Obtained through direct classroom observation
N= Not observed

	INDICATORS	INDICATORS	INDICATORS	INDICATORS	INDICATORS
STANDARD I CULTURAL HERITAGES	Uses positive body language (smiles, nods) when student speaks of family or culture (CEC VIII)	Print and picture display of student work illustrating personal and cultural identity of students is visible (Sobel & Taylor, 2004	Teaches universal concept from more than one cultural perspective (S&T, 2004)	Establishes and maintains consistent positive standards for classroom behavior that are equitable for all students (S&T, 2004).	
Comments Y OR N					
STANDARD II SCHOOL/HOME CONNECTIONS	Speaks of students' family members to relate lesson concepts (CEC CC VII)	Listens as students offer examples of their home life and family to illustrate points or answer questions while displaying positive body language (Applin, 2004)	Provides books in students' native languages if different from English (S&T, 2004)	Shares cultural artifacts from students' primary or home culture (S&T, 2004)	Provides key vocabulary words in English and children's' native language (S&T, 2004).
Comments Y or N					
STANDARD III INSTRUCTIONAL STRATEGIES	Heterogeneous grouping based on behavior, gender, ability, language, cultural background, interests, fun focus, and random grouping (S&T, 2004)	Student to student interactions prompted (S&T, 2004)	Students arranged in classroom so that each can view the displayed materials & be in teacher's vision (S&T, 2004)	Within one lesson, plans learning activities geared toward variety of students' academic abilities & social needs (S&T, 2004)	Listens to students' questions and feedback (S&T, 2004) Answers questions, clarifies points, rephrases when needed.
Comments Y or N					

	INDICATORS	INDICATORS	INDICATORS	INDICATORS
STANDARD IV INTERACTIONS	Mediates controversial intercultural issues among students to enhance any culture, group or person while affirming individual heritages (CEC CCVI)	Uses systematic strategy to ensure that attention is equitably distributed to all students (S&T, 2004)	Uses body language to acknowledge approval and prompt student to student interactions among students of different cultures (Sobel & Taylor, 2004)	
Comments Y or N				
STANDARD V CURRICULUM & MATERIALS	Teacher initiates conversation which relates content information to different cultural norms (Applin, 2004)	Auditory instruction supported with visual or picture displays depicting diverse students (S&T, 2004)	Textbooks and library books utilized that illustrate diverse points of view, cultures, abilities, lifestyles etc. (S&T, 2004)	Print and picture display(s) illustrate the personal and cultural identity of students (S&T, 2004)
Comments Y or N				
STANDARD VI PERSONAL HISTORIES	Teacher acknowledges his or her cultural experiences in the course of the lesson (S&T, 2004)	Teachers has identified personal biases and guards against bias in teaching and planning.		
Comments Y or N				

Appendix F

Reflection Form for Observation Tool

Instructions: Please fill out this form for each post-observation conference you conduct. Indicate your agreement with each statement using the scale below. Provide a brief explanation for your choice.

1=Definitely not 2=No 3=Somewhat 4=Yes 5=Definitely yes

Facilitator: _____ Date: _____

Student Teacher: _____ Observation No.: _____

Reflection Prompts	Indicate 1 2 3 4 or 5
1. During my conference with this student teacher, I used the Observation Guide sheet. *Please explain:*	
2. The examples of indicators were useful. *Please explain:*	
3. The examples of indicators are clearly stated. *Please explain:*	
4. The prompts to promote reflection were useful for discussions about culturally responsive pedagogy. *Please explain:*	

5. The prompts to promote reflection are clearly stated. *Please explain:*	
6. The further prompts to consider in promoting cultural responsiveness were useful for discussions about culturally responsive pedagogy. *Please explain:*	
7. The further prompts to consider in promoting cultural responsiveness are clearly stated. *Please explain:*	
8. . The Observation Guide sheet enhanced the quality of my post-observation conference. *Please explain:*	
9. The Observation Guide sheet enhanced discussion about culturally responsive pedagogy during my post-observation conference. *Please explain:*	

If you have any ideas for improvement of this Facilitator Reflection form, please send me your suggestions at Bindiya_h@utexas.edu

Appendix G

Self-assessment of Cultural Knowledge

Instructions: For each term listed below, place an 'X' in the column that most accurately reflects your current understanding of the concept.

Concept	Don't know/ can't recall it **1**	Have heard it but cannot define it. **2**	Can define it **3**	Can explain it to someone else with examples from everyday life **4**	Can explain it to someone else with educational examples **5**
1. Culture					
2. Race					
3. Ethnicity					
4. Intercultural communication					
5. Acculturation					
6. Socialization					
7. Individualism - Collectivism					
8. Low context communication					
9. High power distance					
10. Polychronic orientation to time					
11. Activity orientation					
12. Human nature orientation					
13. Stereotype					
14. Prejudice					
15. Institutional discrimination					
16. Four steps of cultural reciprocity					
17. Topic-centered language style					
18. Topic-associated language style					
19. Instructional scaffolding					

20. Cultural capital					
21. Hidden curriculum (applied to school and classroom)					
22. Levels of culture (external, internal, hidden)					
23. Culturally responsive teaching					
24. Dialect					
25. English language learners					
26. Language dominance					
27. Comprehensible input					
28. Bilingual education					
29. Multicultural education					
30. Funds of knowledge					
31. Culturally responsive teaching					
32. Dialect					
33. English language learners					
34. Language dominance					
35. Comprehensible input					
36. Bilingual education					
37. Multicultural education					
38. Funds of knowledge					

Appendix H

Supervisor Personal and Professional Background Questionnaire

Please fill out the survey by indicating responses in the spaces provided, or by selecting the appropriate check boxes.

Name: _____ **Gender:** _____

Age range: ☐23-26 ☐27-30 ☐31-35 ☐36-40 ☐41-45

List the cultural/ethnic backgrounds reflected in your family history, and circle the one(s) with which you identify with the most.

Language(s) other than English. Please list the language and check areas of proficiency:

_____	☐Reading	☐Writing	☐Listening	☐Speaking
_____	☐Reading	☐Writing	☐Listening	☐Speaking
_____	☐Reading	☐Writing	☐Listening	☐Speaking
_____	☐Reading	☐Writing	☐Listening	☐Speaking

Language(s) used at home (by you, other members of your family, friends):

As a child:_____

As an adult: _____

Teaching Experience:
List your experiences as a classroom teacher/special education service provider. Describe the position, settings (e.g. general education/special education), age group, and diversity of the students (race, ethnicity, SES, gender, disability categories etc. Please list these in chronological order, beginning with your first employment in a school

Dates	Position	Setting	Age group	Student Diversity

Supervising Experience:
List your experiences as a mentor/coach/supervisor/team leader etc. Describe your responsibilities in this position.

Position	**No. of years in this position**	**Setting (school, district, university etc.)**	**Responsibilities**

Please answer the following questions:
Prior to your employment as a University Facilitator at the University of Texas, list and describe any training you received in mentoring/facilitating/supervising other teachers.

List and describe the training you received at UT when you were employed as a University Facilitator by the Department of Special Education and/or the Field Experiences office

Diversity/Equity/Cultural Competence/Intercultural Communication
Thinking about your own teacher education coursework, please describe any preparation you received related to diversity, cultural competence, or intercultural communication (e.g., specialized courses, topics integrated into other coursework, field experiences, and assignments).

Now, thinking about your doctoral program at UT, but prior to Spring 200X, please describe any preparation you received related to diversity, cultural competence, or intercultural communication (e.g., specialized courses, topics integrated into other coursework, field experiences, and assignments)

How has the above education/professional development prepared you to be a culturally responsive supervisor/facilitator?

Appendix I

Semi-structured Interview Protocol for Research Participants

Supervision

- You've been a University Facilitator at UT for _____ years. How would you describe yourself as a facilitator, in terms of :
    a) Your expectations from student teachers
    b) your relationships with student teachers
    c) your expectations of supervision conferences

- Do you foresee that you will continue to be a facilitator for the next few semesters at UT? Why/why not?

- What are your future goals as a facilitator?

Culturally Responsive Self-Assessment

- Here's the culturally responsive self-assessment sheet you filled out in January 2012. Take a look at your responses. Would you change any of your responses based on your experiences in Spring 200X?

- Are there topics listed in the self-assessment that you would like to know more about?

Background Information Survey

- In the background information survey, you responded that (these ethnicities) were reflected in your family history….Which of these ethnicities do you identify with with more, and why? Are there some ethnicities you identify with more than others? Describe

- Tell me about the community(ies) in which you grew up, and attended school. I'm particularly interested in knowing… about activities in which you participated on a regular basis, other families and friends with whom you interacted, …

- (If applicable). In the background information survey, you responded that you were a teacher in one/a few/some classrooms that had a diverse student population.

- What were some of the successes you had as a teacher in those classrooms? Challenges?

- Do you feel you were prepared well to teach in those classrooms?

- In terms of diversity and cultural competence training, you responded that you had _____ training and did _____ classes/coursework. How did this professional development influence your teaching/supervising prior to Spring 200X?

Using the Observation Guide

- In spring 200X, all the facilitators were given a Classroom Lesson Observation and Follow-up Reflection Guide. What were some of the most memorable conversations (successful or challenging) you had with your student teacher(s) when using this Guide?

    - How did using the Observation Guide this spring support your ability to provide culturally responsive supervision?

    - What did you notice about your conversations as the semester progressed? Were there any qualitative changes? Differences? To what would you attribute these changes (if any)?

- You worked with 1/2/3 student teachers. How would you describe your student teachers' ability to engage in critical reflection:
    a) of their practice
    b) around topics about cultural responsiveness

- In one of the conversations with your student teacher (show transcript) – you asked ",…". Can you describe:
    a) Why you chose to address this topic?
    b) why you asked this question?
    c) what you intended to express when you said "……."

- I'm interested in your assessment of the training you received prior to using the observation guide:

    - How effective was this training for you, given your prior experiences and preparation?

- What additional training (if any) would you have liked prior to using the Observation Guide?

- As a facilitator who has used the Observation Guide for one semester, what additional training do you think would be beneficial to you at this stage?

Should this Observation guide (or a similar instrument) be used by facilitators in the future? Why or why not? What are some ways you think it could be improved?

Note: Other questions may be asked based on a response in the Background Information Survey (Appendix C) or transcripts of Facilitator Observations or Facilitator Meetings

Appendix J

Consent Form

IRB USE ONLY
Study Number:
Approval Date:

Consent for Participation in Research

Title: Promoting special education student teachers' self-reflection about culturally responsive teaching

Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. The person performing the research will answer any of your questions. Read the information below and ask any questions you might have before deciding whether or not to take part. If you decide to be involved in this study, this form will be used to record your consent. Participants must be 18 years old or older to participate in the study.

Purpose of the Study

You have been asked to participate in a research study about **supervision conferences with student teachers**. The purpose of this study is **to provide an insight into how the use of a culturally responsive observation tool can support the development of both supervisors and students teachers in adopting a more critically reflective stance in becoming culturally responsive supervisors and teachers.**

What will you to be asked to do?

If you agree to participate in this study, you will be asked to provide consent to use existing data collected in Spring 200X. These include:

1. audio recordings and field notes from Facilitator meetings held on January 17, March 23, and May 17.
2. reflection forms for the development of the Culturally Responsive Observation Guide and Forms (see Appendix A)
3. facilitator Culturally Responsive self-assessment forms (see Appendix B)

Note: These are events in which you have already participated as part of your role as University Facilitators in the Spring 200X semester.

Additionally, you will be asked to:

1. complete a questionnaire about your previous experiences with your own teaching, and supervision of student interns. (Approx. 30 – 45 minutes)

2. participate in a one-on-one interview with the researcher (Fall 2012 semester, at your convenience) (Approx. 60 – 90 minutes)

3. participate in the researcher's member-checking activities, to clarify information, or verify researcher's perceptions of data (Fall 2012, at your convenience, (Approx. 30-45 minutes)

This study will take **about 2 - 3 hours of your time, including completing the questionnaire, participating in an interview and perhaps one additional meeting for member checking purposes,** and will include approximately **[8]** study participants: 3 university facilitators and 6 student teachers.

NOTE: Your participation **will** be **audio** recorded for transcription purposes.

What are the risks involved in this study?

NOTE: There are no foreseeable risks to participating in this study.

What are the possible benefits of this study?

The possible benefit of participation for you personally is professional development in effective supervision practices.

The data collected and results derived from data analysis will provide benefits to the Special Education department, and will inform the training of current university facilitators and future facilitators, which will subsequently contribute to the quality of supervision received by the student interns in the department of Special Education.

Other teacher educators and administrators will benefit from the dissemination of the observation tool, and suggested training, to improve supervision of preservice teachers in other institutions.

It is the ultimate goal that this project will benefit public school students with disabilities from diverse socio-cultural and linguistic communities and their families.

Do you have to participate?

No, your participation is voluntary. You may decide not to participate at all or, if you start the study, you may withdraw at any time. Withdrawal or refusing to participate will not affect your relationship with The University of Texas at Austin (University) in anyway.

If you would like to participate**, [please sign this consent form and return in to Bindiya Hassaram, either personally, or in my mailbox in SZB 306]**. You will receive a copy of this form.

Will there be any compensation?

You will not receive any type of payment for participating in this study.

What are my confidentiality or privacy protections when participating in this research study?

In this study, your identities will remain **confidential** and will not include any identifying information about university facilitators or student teachers. Pseudonyms will be assigned to all participants to maintain anonymity. The list linking pseudonyms to participants will be kept in a locked filing cabinet in the researcher's home, and used by the researcher, and possibly the program coordinator (Dr. Phyllis Robertson) and the researcher's supervisor (Dr. Shernaz García). Interviews will be audiotaped and transcribed. These digital audio recorders and transcripts will be kept in a locked filing cabinet in the researcher's home. Original audio recordings will be erased upon completion of the project. Personal names will not be included on the transcripts; the assigned pseudonyms will be used on all documents. A backup of all data (transcripts, audio files, documents) will be stored on a password-protected hard drive and stored in a locked cabinet in the researcher's office.

Use of the Data

The primary purpose for collection of these data is to provide an insight into supervision conferences between university facilitators and student teachers, in order to improve training and materials for university supervisors. In addition, these data may be shared with other teacher educators at professional conferences or via publication in professional journals.

Whom to contact with questions about the study?

Prior, during or after your participation you can contact the researcher **[Bindiya Hassaram]** at **[512 293 6196]** or send an email to **[Bindiya_h@utexas.edu].**

Whom to contact with questions concerning your rights as a research participant?

For questions about your rights or any dissatisfaction with any part of this study, you can contact, anonymously if you wish, the Office of Research Support by phone at (512) 471-8871 or email at orsc@uts.cc.utexas.edu.

Signature

You have been informed about this study's purpose, procedures, possible benefits and risks, and you have received a copy of this form. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

_____

Printed Name

_____ _____

Signature Date

As a representative of this study, I have explained the purpose, procedures, benefits, and the risks involved in this research study.

_____

Print Name of Person obtaining consent

_____ _____

Signature of Person obtaining consent Date

Appendix K

Supervisory Conference Guide

Draft II

Classroom Lesson Observation and Follow-up Reflection Guide

Lesson Component	***Examples of indicators***	***Possible areas for debriefing*** ***Prompts to promote reflection*** ***(link to individual students)***	***Further prompts to consider in thinking about cultural responsiveness***
General		• Tell me about your lesson • How did you think it went? • What would you do the same/differently? • How was your lesson culturally and/or linguistically responsive?	• Assumptions about how children learn e.g. do my students learn in the same/different ways that I learned? • Informal/formal teaching? • Verbal/auditory/hands-on learning? • How does your lesson plan value your own cultural preferences? Similar or conflicting with students' cultural preferences?
Anticipatory set	• Advance organizer is provided • Content objectives are explained • Language objectives are explained • Relevance of lesson is explained • Behavior expectations are clearly stated • Students curiosity is piqued • Students attention is focused • Students are engaged/excited • Students current level of knowledge about topic is ascertained	• Instruction linked to students' background knowledge • Sociocultural and linguistic backgrounds of all students taken into account • Vocabulary pre-taught? • Student(s) motivated?	• Are materials reflective of cultures/ethnicities/gender/religion/lived experiences of students in classroom?

Input/Model	• Modeling was evident • Content/concepts were explained in language comprehensible by students (e.g. think-alouds) • Instructions were explained in language comprehensible for students • Academic/product expectations were clearly demonstrated • Cognitive/Mnemonic strategies were clearly elaborated	• Different learning modalities used in lesson presentation • Relevance to student X/students? • Relevant materials used? • Comprehensible language? • Comprehensible visuals?	• Communication style • Language • Verbal/non-verbal instruction • Are students more comfortable with direct instruction or exploration?
Guided practice	• All students were engaged in practicing concepts and skills • Students used cognitive/mnemonic strategies in application • Individualized and specific feedback was provided to students for: o Content o Process • Relevant and appropriate scaffolds were provided and personalized to individual student(s) and/or groups • Student interaction/collaboration was encouraged • Higher-order thinking was facilitated	• Student X/All students engaged? • Students' understanding of the concept(s) monitored? • Instruction scaffolded? • Selection of scaffolds is appropriate? • Scaffolds culturally and linguistically responsive?	• Small versus large power distance in sharing of information, e.g. Teacher as expert, or teacher as facilitator? • Do students feel comfortable speaking up around adults? • Do classroom discussions reflect strong or weak uncertainty avoidance, e.g. Is uncertainty valued or a threat? • Are students more comfortable with direct instruction or exploration?
Independent practice	• Students were given the opportunity to apply skills • Concepts practiced in Guided Practice were clearly linked to application in Independent Practice) • Students were encouraged/reminded to apply strategies • Clear instructions were provided so students knew what to do o If they were seeking support o If they finished early	• Opportunities to demonstrate application of knowledge is culturally and linguistically appropriate ways. • Students challenged appropriately • Students knowledge of what to do o If they were seeking support o When they finished the assigned task • Considered cultural variables in expectations for seeking support	• Prioritizing of individualistic or collectivistic values in demonstrating understanding? Conflict with value system of students? • Students comfortable with choice making? • Value given to nurturance or achievement
Closure	• Principle lesson objectives were reviewed • Students shared new learning • Objectives were tied to future learning	• Lesson closure • Students given opportunity to share learning • Misunderstandings/remaining questions	• Are students encouraged to think about how lesson relates to their own lives and ways of thinking?

Progress Monitoring	• Students understanding of concepts/process were monitored throughout lesson • Data gathered from previous lesson was used to inform this lesson	• Lesson objectives achieved? • Re-teaching needed? • Changes to lesson? • Variety of assessments? e.g. multiple intelligences • Additional information required for progress monitoring/assessment purposes?	• Do my assessments reflect strong or weak uncertainty avoidance, e.g. Is uncertainty valued or a threat? • Progress monitoring equal or favor students who are more assertive and comfortable with volunteering? • Do students have to respond individually, or are collective responses acceptable? • Verbal/non-verbal responses acceptable?
Classroom management	• Behavior expectations were clearly stated • Behavior expectations were appropriate for students in the classroom/group • Student voice was requested and respected • Pacing was appropriate for students' engagement/behavior • Transitions were effectively managed • Students were monitored throughout lesson • Feedback was provided for o Content o Process • Positive behavior was reinforced • Inappropriate behavior was redirected	• Behavior expectations/format of lesson • Behavior expectations met? Why/why not? • All students had opportunities to participate • Transitions • Conflicts? Cultural conflict? o Student/student o Student/teacher	• Do students value rules and routines? Or a flexible schedule? • Were expectations for behavior communicated in ways comprehensible to students? • Were social norms communicated in ways comprehensible to students? E.g. explicit explanation about differences in home/school behavior expectations
Collaboration	• Students collaborate by through interaction, discussion and cooperation. o In pairs o In groups • Grouping structures change for different activities	• Principles/guidance for pair/group work was clearly explain • Pair work/group work modeled and scaffolded • Structure of groups vary across ethnicity/gender/race/culture/social class	• Group work reflects masculine/feminine cultural value patterns? e.g. flexible or rigid roles? • Were social norms communicated in ways comprehensible to students? E.g. explicit explanation about differences in home/school social interactions? • Conversation occurs both formally and informally? • Consider the role of power and privilege in group work • Students value each other's contributions?

behavior	• Behavior was addressed to maximize continuity of learning • Relevant and appropriate scaffolds were provided to guide student behavior	• Tell me about what you did when student X….. • How did you determine what strategy(ies) to use with student X… • Consideration of appropriate/culturally relevant reinforcement strategies	• Display materials value cultural/linguistic diversity • If student is non-verbal or speaks a different language, how can these be used to support behavior management?
Environment	• Environment is conducive to learning • Environment is appropriate for learning situation • Environmental print around room/teaching area demonstrates a valuing of diversity • Parents welcome/valued in classroom	• Display materials • Learning area • Seating arrangement	• Does classroom reflect a supportive, caring environment? • Does classroom reflect ethnicities/genders/cultures/languages represented by student population? • Consider the role of power and privilege in environment • Are families valued in classroom community • Are all students valued and encouraged to participate?

Appendix L

Supervisory Conference Guide
Draft I

Classroom Lesson Observation and Follow-up Reflection Guide

Lesson Component	***Examples of indicators***	***Possible areas for debriefing*** ***Prompts to promote reflection*** ***(link to individual students)***
General		• Tell me about your lesson • How did you think it went? • What would you do the same/differently? • How was your lesson culturally and/or linguistically responsive?
Anticipatory set	• Advance organizer is provided • Content objectives are explained • Language objectives are explained • Relevance of lesson is explained • Behavior expectations are clearly stated • Students curiosity is piqued • Students attention is focused • Students are engaged/excited • Students current level of knowledge about topic is ascertained	• Instruction linked to students' background knowledge • Sociocultural and linguistic backgrounds of all students taken into account • Vocabulary pre-taught? • Student(s) motivated?
Input/Model	• Modeling was evident • Content/concepts were explained in language comprehensible by students (e.g. think-alouds) • Instructions were explained in language comprehensible for students • Academic/product expectations were clearly demonstrated • Cognitive/Mnemonic strategies were clearly elaborated	• Different learning modalities used in lesson presentation • Relevance to student X/students? • Relevant materials used? • Comprehensible language? • Comprehensible visuals?

Guided practice	• All students were engaged in practicing concepts and skills
	• Students used cognitive/mnemonic strategies in application
	• Individualized and specific feedback was provided to students for:
	  o Content
	  o Process
	• Relevant and appropriate scaffolds were provided and personalized to individual student(s) and/or groups
	• Student interaction/collaboration was encouraged
	• Higher-order thinking was facilitated
		• Student X/All students engaged?
		• Students' understanding of the concept(s) monitored?
		• Instruction scaffolded?
		• Selection of scaffolds is appropriate?
		• Scaffolds culturally and linguistically responsive?

Independent practice	• Students were given the opportunity to apply skills
	• Concepts practiced in Guided Practice were clearly linked to application in Independent Practice)
	• Students were encouraged/reminded to apply strategies
	• Clear instructions were provided so students knew what to do
	  o If they were seeking support
	  o If they finished early
		• Opportunities to demonstrate application of knowledge is culturally and linguistically appropriate ways.
		• Students challenged appropriately
		• Students knowledge of what to do
		  o If they were seeking support
		  o When they finished the assigned task
		• Considered cultural variables in expectations for seeking support

Closure	• Principle lesson objectives were reviewed • Students shared new learning • Objectives were tied to future learning	• Lesson closure • Students given opportunity to share learning • Misunderstandings/remaining questions
Progress Monitoring	• Students understanding of concepts/process were monitored throughout lesson • Data gathered from previous lesson was used to inform this lesson	• Lesson objectives achieved? • Re-teaching needed? • Changes to lesson? • Variety of assessments? e.g. multiple intelligences • Additional information required for progress monitoring/assessment purposes?

Classroom management	• Behavior expectations were clearly stated
	• Behavior expectations were appropriate for students in the classroom/group
	• Student voice was requested and respected
	• Pacing was appropriate for students' engagement/behavior
	• Transitions were effectively managed
	• Students were monitored throughout lesson
	• Feedback was provided for
	  o Content
	  o Process
	• Positive behavior was reinforced
	• Inappropriate behavior was redirected
		• Behavior expectations/format of lesson
		• Behavior expectations met? Why/why not?
		• All students had opportunities to participate
		• Transitions
		• Conflicts? Cultural conflict?
		  o Student/student
		  o Student/teacher

Collaboration	• Students collaborate by through interaction, discussion and cooperation.
	  o In pairs
	  o In groups
	• Grouping structures change for different activities
		• Principles/guidance for pair/group work was clearly explain
		• Pair work/group work modeled and scaffolded
		• Structure of groups vary across ethnicity/gender/race/culture/social class

behavior	• Behavior was addressed to maximize continuity of learning • Relevant and appropriate scaffolds were provided to guide student behavior	• Tell me about what you did when student X….. • How did you determine what strategy(ies) to use with student X… • Consideration of appropriate/culturally relevant reinforcement strategies
Environment	• Environment is conducive to learning • Environment is appropriate for learning situation • Environmental print around room/teaching area demonstrates a valuing of diversity • Parents welcome/valued in classroom	• Display materials • Learning area • Seating arrangement

Appendix M

Observation Form

FIELD EXPERIENCES
ANECDOTAL RECORD

The University of Texas at Austin
College of Education
Office of Field Experiences

Preservice Teacher: _____ Observer: _____
Date: _____ School: _____
Grade/Subject: _____ Observation # of this preservice teacher this semester: _____

Observations	Questions/Comments

Appendix N

Lesson Plan Template

Lesson Plan #

Name:

Day/Dates: **Time:**

Content Area **Setting:**

Student's Name(s):

IEP Goals:

Student 1:
Students 2:

STOs:

Given the assessment _____at the _____ level, Student ___ was able to read ____ wcpm,
Student 1:
Given _____task_____, TSW_____achieve_____, with _____% accuracy. PM: _____per week.
Students 2:
Given _____task_____, TSW_____achieve_____, with _____% accuracy. PM: _____per week.

Accommodations for Individual Students/Anticipation of Problems (must be specific to lesson/students):

Student 1:

Student 2:

CLD Consideration (must address the cultural and linguistic needs of all learners as well as specific groups and individuals):

Student 1:

Student 2:

	Monday	Tuesday	Wednesday	Thursday	Friday
Materials					
IO (designate for individual student(s) as appropriate)			.		
I will	**Input/Model**	**Input/Model**	**Input/Model**	**Input/Model**	**Input/Model**
We will	**Guided Practice**	**Guided Practice**	**Guided Practice**	**Guided Practice**	**Guided Practice**
They (you) will	**Independent Practice**	**Independent Practice**	**Independent Practice**	**Independent Practice**	**Independent Practice**
Progress Monitoring (designate for individual student(s) as appropriate)					

Appendix O

Student Demographic Profile

You are being asked to complete this demographic profile so that your instructor can gain a better understanding of your life experiences involving interactions with people from diverse backgrounds. In turn, this information will assist me in tailoring course content to effectively support the development of your intercultural communication skills as a special educator.

Section I—Personal Data

1. Name: 2. Gender:

3. Which ethnic groups are represented in your family?

3a. Of the ethnic groups named above, with which do you most identify?

4. Do you speak any language(s) other than English? If yes, specify:

For the four communication skills listed below, place an 'X' next to the level of proficiency which best describes your ability to function in the language you identified above. (If you are multilingual, select the language other than English in which you are *most* proficient.)

a. *listening*:	____ beginner	____ intermediate	____ advanced	____fluent
b. *speaking*:	____ beginner	____ intermediate	____ advanced	____fluent
c. *reading*:	____ beginner	____ intermediate	____ advanced	____fluent
d. *writing:*	____ beginner	____ intermediate	____ advanced	____fluent

5. List the type of job(s) you have held since you began working, including any job in high school or during the summer (ex. Clerical, food service, etc.)

a.	b.	c.
d.	e.	f.

6. What was your mother's primary occupation when you were growing up?

7. What was your father's primary occupation when you were growing up?

8. Below each of the categories listed, underline the term that best describes the neighborhood where you grew up.

Race/Ethnicity	**Economic Status**	**Location**
mostly Asian	mostly upper income	urban
mostly African American	mostly middle income	suburban
mostly Hispanic	mostly lower income	rural
mostly American Indian	mixture of (specify):	
mostly Euro-American		
other (specify):		
mixture of (specify):		

9. Below each of the categories listed, underline the term that best describes the neighborhood where you currently live.

Race/Ethnicity	**Economic Status**	**Location**
mostly Asian	mostly upper income	urban
mostly African American	mostly middle income	suburban
mostly Hispanic	mostly lower income	rural
mostly American Indian	mixture of (specify):	
mostly Euro-American		
other (specify):		
mixture of (specify):		

10. Underline the phrase that best identifies the diversity among your circle of friends at the following times:

Elementary School	**Middle School**	**High School**	**Currently**
mostly Asian American	mostly Asian American	mostly Asian American	mostly Asian American
mostly African American	mostly African American	mostly African American	mostly African American
mostly Hispanic	mostly Hispanic	mostly Hispanic	mostly Hispanic
mostly American Indian	mostly American Indian	mostly American Indian	mostly American Indian
mostly Euro-American	mostly Euro-American	mostly Euro-American	mostly Euro-American
other _____	other _____	other _____	other _____
mixture of _____	mixture of _____	mixture of _____	mixture of _____

Section II—Contact with Diverse Groups

11. For each category listed below, underline the type of school, the race/ethnicity of the student population, and the race/ethnicity of the teachers in the schools you attended. If you attended more than one school during the grade levels listed, think of the one in which you spent the most time, and then respond.

	Type of School	Race/Ethnicity of Students	Race/Ethnicity of Teachers
Elementary School	a. public b. private	mostly Asian American mostly African American mostly Hispanic mostly American Indian mostly Euro-American other _____ mixture of _____	mostly Asian American mostly African American mostly Hispanic mostly American Indian mostly Euro-American other _____ mixture of _____

Middle School	a. public b. private	mostly Asian American mostly African American mostly Hispanic mostly American Indian mostly Euro-American other _____ mixture of _____	mostly Asian American mostly African American mostly Hispanic mostly American Indian mostly Euro-American other _____ mixture of _____
High School	a. public b. private	mostly Asian American mostly African American mostly Hispanic mostly American Indian mostly Euro-American other _____ mixture of _____	mostly Asian American mostly African American mostly Hispanic mostly American Indian mostly Euro-American other _____ mixture of _____
College/University	a. public b. private	mostly Asian American mostly African American mostly Hispanic mostly American Indian mostly Euro-American other _____ mixture of _____	mostly Asian American mostly African American mostly Hispanic mostly American Indian mostly Euro-American other _____ mixture of _____

12.Underline the frequency of your contact with racial/ethnic group(s) different from your own, during the following time periods and whether the experiences were generally positive, neutral, or negative. Do not circle a response under the **nature** of the contact if the frequency for that group is never.

Period	**Asian American**	**African American**	**American Indian**	**Euro-American**	**Hispanic**
Elementary School	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative
Middle School	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative

High School	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative
Currently	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative	**Frequency** a. daily b. often c. occasionally d. rarely e. never **Nature** Generally: a. positive b. neutral c. negative

Section III—Program Information

13. List courses/experiences you have had in your teacher preparation program that you feel have helped you be a better teacher.

Course Title/Topic/Experience	*Instructor*	*Semester*

14. List courses/experiences you have had in your teacher preparation program which you feel will help you work with culturally and linguistically diverse students

Course Title/Topic/Experience	*Instructor*	*Semester*

15. What school, grade level(s), subject/content area, and setting (Self-contained, Resource, Content Mastery, etc.) have your field experiences been with?

School	*Grade(s)*	*Subject area(s)*	*Setting(s)*

16. For each category listed below, <u>underline</u> the phrase that best describes the majority of students you have worked with thus far.

Race/Ethnicity
mostly Asian
mostly African American
mostly Hispanic
mostly American Indian
mostly Euro-American
other (specify):
mixture of (specify):

Economic Status
mostly upper income
mostly middle income
mostly lower income
mixture of (specify):

Appendix P

Content Analysis Categories and Topics

Lesson and Classroom Management	Instructional strategies
Lesson general	Connection to background knowledge
Lesson materials	Connecting to prior learning
Alternative materials	Connecting to students' interests
Preparation of materials	Direct instruction
Adapting materials	Modeling
Lesson activity	Explicit directions
Lesson activity - alternative	Visual input
Lesson activity – management	Kinesthetic input
Lesson activity – difficulty	Guided practice
Lesson activity – instructions	Providing wait time
Lesson structure	Providing scaffolds
Lesson closure	Providing language scaffolds
Classroom routine	Providing alternative modifications
Efficient use of time/pacing	Asking questions
Previous lesson	Asking higher-order questions
Future lesson	Coming back to a question after more input
Lesson planning (process)	Providing alternative instructional strategies
Lesson plan (document)	Using appropriate books
	Text to life connections
Students (all)	Universal design
Student engagement	Concrete to abstract
Student understanding of lesson	Balancing skill and content
Student learning	Providing positive feedback
Student participation	Making learning fun
Student lack of participation	Use of multiple resources
Student prior knowledge	Use of multiple modalities
Student interests	Use of multiple explanations
Student excitement	Use of multiple visuals
Student motivation	
Student improvement	**Student (specific)**
Students goals	Student need

Students (all) continued

Student safety
Student accountability
Setting students up for success
Student –to –student interaction
Knowledge of students

Behavior (general)

Student behavior (general)
Behavior management
Behavior management – language
Behavior management - strategy
Behavior expectations
Implementing behavior system
Teaching through social rules
Concept of listening
Positive reinforcement
Student behavior (specific)
Functional behavior assessment
Observing student behavior
Documenting student behavior

Curriculum

Teaching suffixes spelling as well as function
Reading comprehension
Learning a new concept

Link to Gen Ed
Strategies for calming down
Social skills
Math strategy
Choice of reading passage

Resources

Student resources at school
Student resources at home
Student-created resources

Student (specific) continued

Student's IEP goals
Student's self-esteem
Student performance
Student's needs and strengths
Student's reading level
Student learning profile
Student participation
Student lack of participation
Student solitude
Student bedtime
Concern about student
Raising student awareness
Student understanding of school norms
Student reaction
Knowledge of student
Student objectives

Assessment

Assessment - checking for understanding
Assessment - alternative strategy
Progress monitoring
Reading assessment

Language

Standard English
Appropriate language (comprehensible input)
Vocabulary

ST-student relationships

Teacher student interactions
Getting to know students
Building rapport with students
Being positive with students
Complimenting students
Teacher-student roles
Balance between informal/formal relationships
Students' comfort with ST/in classroom
Seeking students' feedback on ST

School-related
Transition to MS
Placement in MS
Flexible curriculum
School culture
Collaboration with General Education teachers
Flexible curriculum
School culture
Collaboration with General Education teachers

Cooperating Teacher (CT)
problem-solving with CT
collaboration with CT
CT absence
CT personal issues
CT support
CT feedback

Explicitly culture-related
CLD considerations - general
Meeting needs of CLD students

Cultural awareness
Culture/identity
Culture/gender
Home culture
Differences between home and school culture
Home-school communication
Respective home values
Friendships with certain cultural groups
Math group all females (disproportionate representation)
Equitable teaching
Group culture/dynamics
Power distance

Student Teacher
Teacher engagement
Teacher enthusiasm
Teacher improvement/development
Teacher goals
Teacher confidence

Teacher follow-through
Positive attitude
Depersonalizing student behavior

Taking care of own emotions
Value of classroom experience

Supervisors
Appreciating feedback from -
As job reference
Advice for job interviews

Miscellaneous
Good group of students
Encourage students to use strategies
Generalizing strategies from school to home
Generalizing instruction
Mistakes are acceptable
Providing a reading partner
General teacher/lesson praise

Appendix Q

Culturally Responsive Pedagogy – External and Internal Codes

External Codes	Internal Codes
Using linguistically responsive strategies • creating opportunities for student dialogue • preteaching vocabulary • teaching vocabulary explicitly • providing vocabulary in native language • using visuals to support instruction • teaching complex thinking (asking higher-order questions) • connecting school to students' lives/interests • providing comprehensible input/appropriate language	*Culturally responsive instructional strategies* • Using multiple modalities to support instruction • Using kinesthetic input
Providing appropriate instruction/ Using culturally responsive practices in special education • Make connections to background knowledge • Make connections to previous learning • Build new knowledge (e.g. modeling) • Provide explicit and individualized feedback • Balance between skills and holistic instruction	*Culturally responsive pedagogy general* • Power distance • Disproportionate representation • Group culture • Difference between home and school structure • Understanding values of home • Respecting values of home • Equitable teaching • Student understanding of school norms

Appendix R

Speech Acts used by Supervisors

Speech Act	Description	Examples
Inquiring S➔Q	Statement functioning as a question	• Tell me about your lesson today
Inquiring Question – Open-ended (Q-OE)	Broad question – overall lesson etc	• What do you think went well? • What would you do differently • How did you reach students who may have been CLD in your class?
Inquiring Question – closed (Q-C)	Specific question requiring yes/no or a short answer	• Do you think it was too difficult?
Prompting Reflection	Direct request to think about something specific	• …so maybe kind of reflecting on both of those • Can you think about how you could have changed the materials to fit a little bit more maybe with the abilities of the kids?
Clarifying	Asking more detail/restating something that was said by other speaker	• That's like a cheat sheet…everyone can use that?
Praising (Evaluating)	Complimenting something the ST did in a lesson	• I liked how you… • I thought it was good that you • You did a great job • The students responded really well
Negating	Disagreement	• No
Opining	General broad statement	• I liked it!
Describing	Telling about something observed in the lesson	• You know, it wasn't like they were trying to rip the object out of someone's hand. They handled it. They had enough time. They passed it on

Suggesting *Or* Suggestion as question	Giving a suggestion for an alternative strategy/	• You could have even written the word stop out but then done it in dashes and kind of just trace the letters • Do you think you could have incorporated visuals in your instructions?
Modeling	Giving ST specific words to use	• And say "I really appreciate that you're raising your hand but I'm going to call on so-and-so who's raising their hand quietly"
Reassuring	Providing reassurance	• I think you did it ok too • …so I think it was appropriate
Encouraging	Telling student they should continue with something	• You should continue to do that
Scaffolding	Introducing or extending knowledge about a concept Thinking aloud about a concept in order to expose student teacher to S's thought process	• Visuals are great. And they help everyone. They help kids that…specifically need them, …for communication support

Appendix S

Transcription Conventions

Underlines	indicate overlapping or simultaneous speech
Ellipses	
Initial	continued from another phrase
Middle	missing words such as um, or like
End	speech is continued
Standalone	indicate irrelevant conversation
(pause)	indicates a pause of more than 5 seconds
Italics	indicate words emphasized in speech
Brackers	encasing words indicate that it is not possible to discern for certain what the speaker said

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